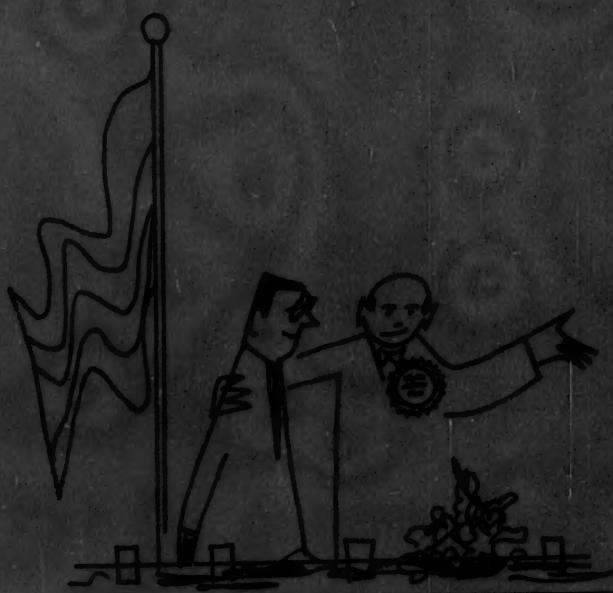


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THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

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AMONG THE AUTHORS

As executive director of the Alfred P. Sloan Foundation, Inc., ARNOLD J. ZURCHER speaks with authority about America's philanthropic foundations and their purposes (p. 43). Dr. Zurcher has been a high school teacher at Sulphur Springs, Ohio; Andrew D. White fellow in social science at Cornell University, and Charlotte E. Procter fellow in politics at Princeton University. In 1928 he joined the faculty of New York University as an instructor; he now is professor of political science there and head of the Institute of Public Affairs and Regional Studies, in addition to his duties with the Sloan Foundation. In 1943 and 1944 Dr. Zurcher was a civilian lecturer in the War Department's school of military government at Charlottesville, Va.; from 1943 to 1945 he served as director of the Institute of Postwar Reconstruction at New York University. Dr. Zurcher is a member of the board of trustees (chairman of the executive committee) of Free Europe University in Exile, Strasbourg, France.

Federal scholarship loans for prospective teachers are proposed by LINDLEY J. STILES (p. 51) as one answer to the current teacher shortage. Dr. Stiles has been dean of the school of education at the University of Virginia since 1949. Previously he spent 10 years in teaching and administrative work in the Colorado public schools and was a faculty member at the College of William and Mary, Williamsburg, Va., the University of Illinois, and Ohio State University. His weekly radio program, "Letter From the Dean," is carried on radio stations in all sections of Virginia.

The history of the school feeding program in America is traced (p. 56) by one of the leading authorities on that program, MARY DEGARMO BRYAN. Mrs. Bryan is professor emeritus at Columbia University; from 1924 to 1951 she served as professor and chairman of institution management and supervisor of food service at Teachers College there. Previously she taught at Agnes Scott College, Decatur, Ga., and the University of Illinois; in 1917 and 1918 she served as a dietitian with the army; from 1920 to 1923 she was editor of the *Journal of Home Economics*. Mrs. Bryan is the director of the school lunch department of The NATION'S SCHOOLS.

GRAHAM R. MILLER (p. 75) is assistant superintendent for business services of the Denver public schools. He has an engineering degree from the Colorado School of Mines, and an M.S. from Colorado Agricultural and

Mechanical College. In the administrative field, he has been coordinator, assistant principal and principal of the Emily Griffith Opportunity School and principal of East High School, both in Denver. . . . CHARLES E. ARMSTRONG JR. is director of planning services, department of business services, Denver public schools.

ROY E. ROBINSON (p. 68) says that he was reared in the school business. His father was successively a school superintendent, county school commissioner, and college professor, and his mother also was a school teacher. Four of Mr. Robinson's five brothers became teachers, as well as the youngest of his three children. Mr. Robinson has been superintendent of schools at Ferndale, Mich., since 1947; previously he was a teacher at St. Charles, Blissfield and Highland Park, Mich.; elementary school principal at Highland Park, and supervising principal and administrative assistant in charge of curriculum at Ferndale. Active in educational and civic groups, Mr. Robinson is at present vice president of the Michigan Council on Family Relations and chairman of the executive board of the Metropolitan Detroit Bureau of Cooperative School Studies.



Roy E. Robinson

Since improvement of the instructional program is the superintendent's biggest job, RAYMOND H. OSTRANDER gives some practical how-to-do-it suggestions (p. 78). Dr. Ostrander has been superintendent at Mineola, N.Y., since 1951. Before that he was a teacher at Livonia, N.Y., principal at Springwater, Caledonia and Herkimer, N.Y., and superintendent at Oak Ridge, Tenn.

RICHARD S. MITCHELL (p. 92), audio-visual consultant at State Teachers College, St. Cloud, Minn., will be instructor in audio-visual education this summer at Michigan State College, East Lansing. Dr. Mitchell has taught in Rome, N.Y., and the Horace Mann-Lincoln School, New York City, and has been professor of English and education at Eastern Montana College of Education and A-V instructor at Teachers College, Columbia University. . . . GEORGE ERICKSON, his co-author, is audio-visual specialist at State Teachers College, St. Cloud, Minn.

MARK C. SCHINNERER (p. 120) has been superintendent at Cleveland since 1947. Except for two years as teacher and high school principal in Indiana, he has spent his entire professional career in Cleveland—as junior high school principal, assistant director of research, director of adult education, and assistant superintendent.

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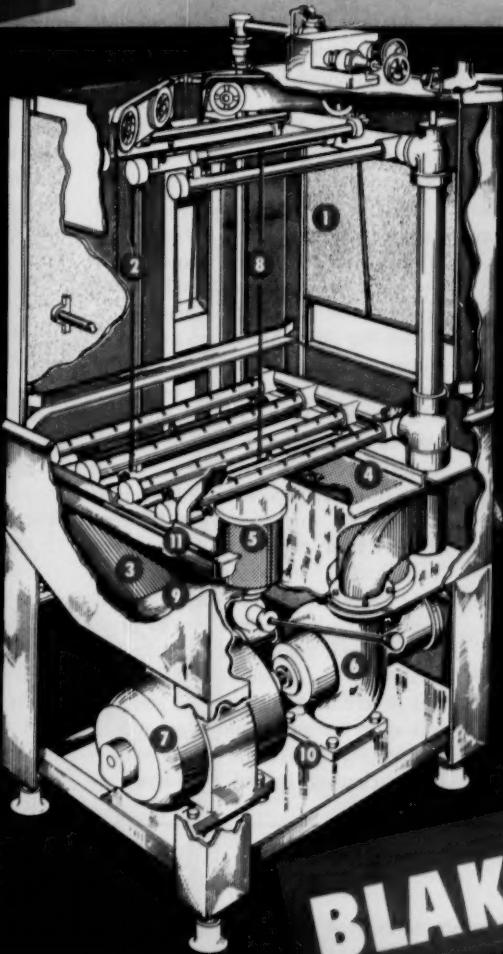
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OPINION POLL

Administrators favor federal aid minus earmarking or equalization formulas, support Rumel per capita plan

A nationwide sampling of superintendents' opinions by The Nation's Schools

FEDERAL aid for schools without earmarking or equalization formulas is preferred by school administrators. This trend of opinion is indicated by a poll conducted by The NATION'S SCHOOLS the last week of April.

Superintendents today prefer, by a ratio of 2 to 1, the plan outlined by Beardsley Rumel at the Cleveland meeting of the A.A.S.A. This plan, which calls for grants to the states on a per capita child-in-school basis, detours two long held concepts concerning federal aid—equalization according to need and earmarking for special purposes. When given a choice between the Rumel plan and a plan of direct grants to the states for schoolhouse construction (something similar to the Lister Hill bill, perhaps), only 34 per cent chose the grants for construction. Just five months ago, in a similar sampling of superintendents, 83 per cent said they favored appropriation of federal funds for schoolhouse construction (The NATION'S SCHOOLS, February 1955).

In this recent poll support for some kind of federal aid, providing it can

be obtained without federal control, is overwhelming—9 to 1. Similarly, opinion is quite firm when it comes to the Eisenhower Administration's proposal for federal loans and appropriations to state school building agencies, Senate Bill 968.

What is the essence of the Rumel plan which has gathered support so quickly among school administrators? The basic concepts are found in the report of the National Citizens Commission for the Public Schools entitled, "Financing Public Education in the Decade Ahead," which was published in December 1954. This publication was the starting point for Mr. Rumel's specific recommendations at the A.A.S.A. convention held in Cleveland in April of this year. The Citizens Commission report observes that "equalization, involving as it does some measures of need and ability to meet need, always threatens to bring about federal dominance or control of education. The possibility of the federal government coercing the states in education matters would exist, at least potentially. This could be [avoided] by distributing federal aid for edu-

cation on a per capita school-age-child basis," the report concluded.

At Cleveland Mr. Rumel called for an appropriation of \$20 per capita per annum, beginning with the last half of the fiscal year 1956 and increased to a level of \$80 by 1965. On the basis of predicted enrollment, the cost for 1965 would be \$3.5 billion.

Mr. Rumel recognized the objection that wealthier states are already able to take care of public education on any level they feel suitable. He refutes this idea by saying that "A child in a wealthier state is at the same time a child of the United States and deserves federal support for the basic costs of his school system." Mr. Rumel recognizes that even this plan would leave the states and local communities with a heavy school burden both now and in the years to come. More money must still be found in local sources for the support of public schools.

RICH GET RICHER

School administrators who object to the Rumel plan point out two major objections: (1) the biggest need today is for more new school buildings, and (2) the Rumel plan will do nothing to remedy the maldistribution of taxable resources among the several states. On this latter point a southern school superintendent says, "Federal grants should be based on the need of the school; on the per capita child-in-school basis rich schools (or states) are simply made richer. Why should some school districts with all the money they need now still receive funds from the federal government?"

A small group of school administrators is opposed to federal aid in any form. Some of them recommend that the federal government should instead "relinquish some of its sources of revenue to allow the states to use them as a tax base for educational support." Another superintendent, who says, "I spend too much time filling out forms for the lunch program now," predicts that 30 per cent of federal funds appropriated will be consumed in administration and "bureaucratic red tape."

The Rumel plan brings to three the number of major proposals for federal assistance to schools: (1) the Administration bill consisting largely of loan guarantees for school building bond issues, (2) the Lister Hill proposal for \$1 billion in grants to states for schoolhouse construction and (3) the Rumel per capita plan.

ATTITUDES ON FEDERAL AID

Do you favor federal aid for public schools if it can be obtained without federal control? Yes.....90% No.....10%

Assuming that the following plans will not involve federal control, which do you favor:

1. Beardsley Rumel's plan (a grant to the states on a per capita child-in-school basis, the definition of public school and the use of the funds to be determined by each state).....66%
2. Direct grants to states for schoolhouse construction only.....34%

Do you favor Senate Bill 968? (Primarily loans to states for schoolhouse construction authorities under considerable federal control.) Yes.....16% No.....84%



the sad case of Professor Dunkle

OR...

...WHO WANTS TO REPLACE HIM?

Dunkle taught Economics in Room 10 for twenty-six years. After five years, he had a definite squint. On his twentieth anniversary, he asked boldly for softer lights and more of them. But the school was "economizing".

Room 10 wore the air of a tomb. Dunkle's eye trouble forced him to draw the blinds against the sun, and the lights were so high up they did nothing but shine brightly at the ceiling. Students who sometimes awakened saw only spots before their eyes.

Finally, poor Dunkle had to resign, seven years before his time — a victim of poor lighting!

At the last Board meeting, everyone asked—"WHOM can we get to teach in Dunkle's room?"

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QUESTIONS AND ANSWERS

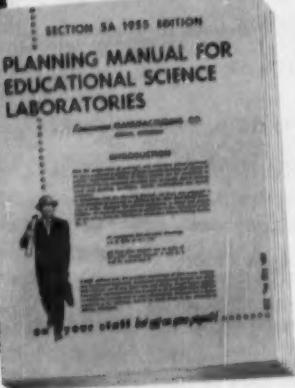
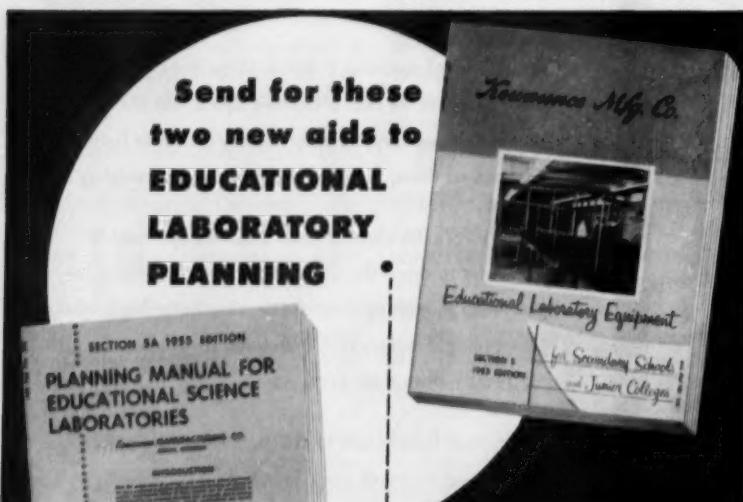
Smoking on School Property

Should smoking by high school students be permitted on school property?

It is difficult to answer such a question as this objectively, separating it from the habits and the prejudices, shall we say, of a lifetime. Years of sniffing cigaret smoke in places where

cigaret smoke was not supposed to be give a former high school principal some kind of a fixation.

It may seem to school teachers and other officials that the removal of the ban on smoking would obviate the necessity for some distasteful policing; I think, however, that it would create even greater problems.



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In direct answer to the question, I must say that I can see no reason for removing the commonly accepted restrictions on students' smoking on high school property. I do not personally consider it necessary for adult staff members to smoke while on duty, but here again my prejudices are showing.

In the communities I know, there is a disposition among the majority of adults, I believe, to consider that the pleasure or vice of smoking is an adult prerogative. They do not feel that the habit of smoking is one that should fasten itself upon immature individuals, but rather that as a mature person one should make the decision about smoking. To this point of view I personally subscribe. I know that it represents wishful thinking, for in actual practice the smoking habit is acquired quite early by many persons; nevertheless, placing the sanction of the school on smoking by adolescents would merely increase the pressure of all of the students.

As a parent, I want my child to postpone as long as possible the decision about smoking; as a school person, I think I represent the thinking of a substantial number of parents.

I can see no good to be served by a change in the accepted practice. Any person can subject himself to the discipline of curbing an appetite. It seems to me that the school has a responsibility to help young people enforce this discipline upon themselves.

I am now in The Netherlands on a Fulbright exchange. Perhaps you'll be interested in two observations on smoking in The Netherlands: Boys smoke openly at a much earlier age than is common at home, but they do not smoke in school or on the grounds. Men teachers smoke in the classrooms while they are conducting classes. I have seen no smoking by girls, but an even greater percentage of women seem to smoke here than do so at home.—DEAN LOBAUGH, *assistant superintendent, Eugene, Ore., now teaching in Leeuwarden, The Netherlands.*

District Boundaries

Should nonschool political boundaries be disregarded in determining the size and shape of school districts?

The primary consideration in determining the size and shape of school districts is the job to be done. The

Owens-Illinois' NEW SOLAR SELECTING Glass Block cooler in hot weather

Owens-Illinois new solar selecting Glass Block No. 80-F has a lower surface temperature during hot weather. It acts like a mirror reflecting a good portion of the direct hot rays from the sun, and at the same time transmits cool light reflected from the ground.



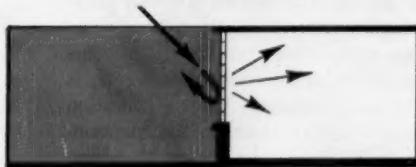
Because of its light-selecting principles this new block has a much lower surface brightness than other glass block. Maximum surface brightness as measured at the Daylighting Laboratory is less than 1400 foot-lamberts.



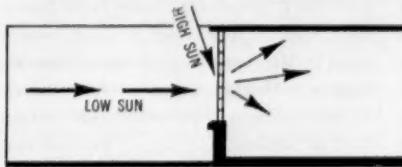
Thermocouples applied to the face of the 80-F block during hot weather (outside temperature 90°) showed that the roomside surface temperature was 14 degrees less than a conventional type light-directing block.



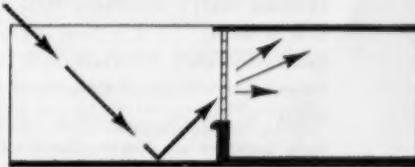
A similar test using a portable pyrometer confirmed the findings of the test using thermocouples by showing the same 14 degrees lower temperature on the roomside surface of the 80-F glass block.



Rejects hot summer sun—This diagram shows how the 80-F block reflects a major portion of the light from the sun at the critical 45° angle thus reducing brightness and solar heat transmission during hot weather.



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job is to provide the best possible educational program with the money that can be made available. This should be our point of departure—not the location of city, township or county lines.

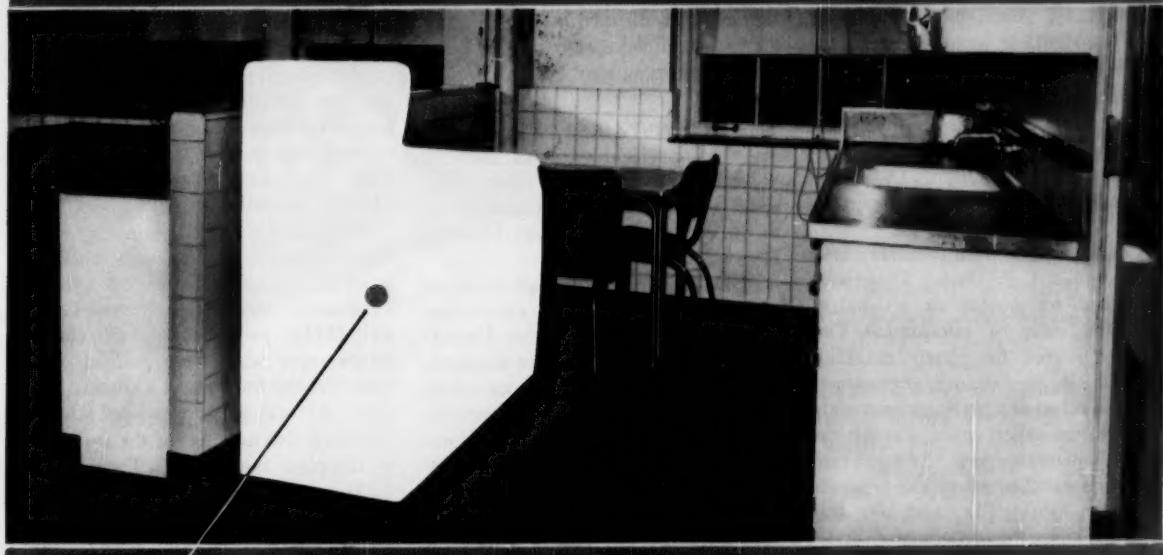
In this country we have set up school districts in order to make public education responsive to the best thinking of the people at the local level. It seems reasonable that we should organize those districts so as to promote the most effective local control and initiative possible. Keeping one eye on the size of district desirable for educational and financial adequacy, we should train our other eye on the shape of district in each instance that will bring people together who have important things in common. Here we are making an assumption: that genuine "community schools" are most likely to be developed in "community school districts."

In many states, the boundary lines of cities, counties or other units of government have little, if any, relationship to these natural groupings of people. Where such a relationship does exist, then school district and civil government lines might well coincide, at least in part. Where no natural relationship exists, by forcing school district structure into the civil government mold we are guilty of either (1) placing certain people in school administrative and attendance areas where they should not be or (2) permitting them to transfer to schools in other districts where they should be but with resultant financial inequities, loss of control, and other hardships.

Of course, where a school district is fiscally dependent upon another unit of government, certain financial problems are averted if the two coincide. One of the most convincing arguments against fiscal dependence, however, is this very point—it saddles education with a district structure that commonly bears little relationship to educational needs.

The consideration or disregard of nonschool political boundaries is not our primary concern. Our point of departure is still the educational program, not a psychological iron curtain erected along an arbitrary line, possibly separating human beings from their natural associations.—KENNETH E. MCINTYRE, associate professor of educational administration, University of Texas.

This lab is incomplete! What's missing?



ELECTRIC Ranges to teach modern cooking!



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This booklet can help you, whether you're installing new ranges, remodeling the school's home economics laboratory, or planning a new school building. It serves to crystallize your thinking on what your own laboratory should include, provides ideas on layout and arrangement based on what has been done in other schools. Mail the coupon for your FREE copy!

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Please send me, absolutely FREE, copy of "THE MODERN HOME ECONOMICS DEPARTMENT."

We have (total number) _____ students in our home economics classes.

Your name

Name of school

Street & No.

City..... Zone.... State.....

Roving Reporter

Sophomores Reach Their Own Conclusions About Comics, Television • Honor Society Students Paint Their School • Sixth Graders in Holland Study Chess

WHEN SOPHOMORES in the high school at Danville, Ark., began their "Reading for Pleasure" study, one tenth grader announced defiantly, "I can't see anything wrong with comics. I've been readin' 'em all my life, and they haven't hurt me none."

That month the P.T.A. program just happened to be "Comics, Television and Your Children." The sophomores said they would be happy to take charge of the program.

Comic books were brought, read and appraised in class. They were compared for quality of vocabulary, plot and value of information. One student looked for timely magazine articles on the comics; newspapers were searched for pertinent materials; relatives in other cities sent articles from their newspapers. At night boys and girls watched television programs critically so that the next day they could review the programs in class.

The sophomores decided to present their program through a panel discussion in the library. They made several posters. One had pages from comic books stapled on a flaming red background; a glaring white slogan said: "Your children read these." On the opposite wall another poster showed a window with book jacket shutters; on this poster was written: "Good books are the windows of the mind. Have you looked out lately?" Directly in front of the speaker's stand was a large replica of the comics code stamp.

That afternoon the library was a bit crowded. Some mothers whose children were on the program appeared at a P.T.A. meeting for the first time. Nine students presented the program. They discussed how comics began, findings of the Gesell Institute and *Today's Health* about comics, the new comics code.

Their teacher, Katherine Keathley, says that from the beginning the sophomores planned and carried out the study and program with enthusiasm. The conclusions they presented

were those of the group. She thinks the boys and girls learned to read with more discrimination, to look upon comics with distrust, to realize that they can influence TV producers to plan better programs.

THE DOWNSTAIRS CLASSROOMS, study halls, cloakroom and halls of Warren High School, Warren, Ark., were given a new coat of paint, thanks to the efforts of the school's National Honor Society.

Sponsor Marion Hickingbottom reported to the society an experiment made by the Johns Hopkins University Institute for Cooperative Research. This study indicated that room colors, if properly planned, have a favorable effect upon the work habits of students. Society members decided to undertake a paint job to try out the effect of colors in their own school. The school district was willing to buy the paint if the students would apply it.

A paint store manager in Little Rock surveyed the high schools and recommended colors for walls and ceilings. Then the project began. Honor society members, dressed in paint spattered jeans and shirts, took turns painting on Wednesday nights and Saturdays. Each member was expected to work at least once a week; life was made rather uncomfortable for those who did not do their share.

The painting was supervised by Mr. Hickingbottom, who had once worked as an interior decorator for his father, a contractor, and by John Wayne Gibson, N.H.S. president. In the classrooms three walls were painted one color and the fourth wall a contrasting color. All ceilings were painted white.

It took five months for the students to complete the project. They spent 2200 working hours on the job, an average of 75 hours per person for the 29 who took part. The school paid only \$369.77, the cost of the paint.



United Press Photo

This "chessboard jungle" is a sixth grade class being conducted in Arnhem, Holland, by Psychologist C. J. H. Schepel, who uses a chessboard instead of the traditional blackboard to put his points across. The classes are now being conducted experimentally; if the project is a success, chess will become a regular primary school subject in The Netherlands.

New -

REVOLUTIONARY Slatosteel CHALKBOARD

BECKLEY-CARDY



Perfect writing surface
without
glare or reflection

Uses regular chalk

Erases clean.
Renewed with a
damp cloth

Can "double" as a
bulletin board

Fire resistant



Here's a revolutionary new kind of chalkboard. Tougher than porcelain — rugged as steel can make it.

Slatosteel also brings the added advantages of "touch and feel" learning to the classroom when used with magnetized letters and figures. The magnetic feature also facilitates posting, as on a bulletin board. Check the other advantages below and you'll see why Slatosteel, in every way, is a superior chalk-board.

- SMOOTH WRITING. Chemically prepared silicate coating on substantial steel means a chalkboard that's easy to write on, easy to clean.
- EASIER TO SEE. The Litegreen color is permanent with a reflectance factor controlled to not over 20%. Writing shows up clearly, erases easily.
- MORE DURABLE. Slatosteel has a patented "Porcenell" coating that produces a velvety, flint-hard surface. A special adhesive provides an absolute bond between the steel and the $\frac{1}{4}$ inch Preswood backing sheet.
- LESS EXPENSIVE. Because "Porcenell" requires only a 22 gauge steel base, it weighs only $2\frac{1}{2}$ lbs. per square foot. You save on transportation as well as installation costs.
- EASY TO INSTALL. Slatosteel saves money on installation for it needs no expensive special grounds or wall construction. It can be sawed and drilled on the job, so can be put up by a workman with ordinary tools.

- SEE FOR YOURSELF how Slatosteel will meet your needs best. Write for a testing sample and complete details.

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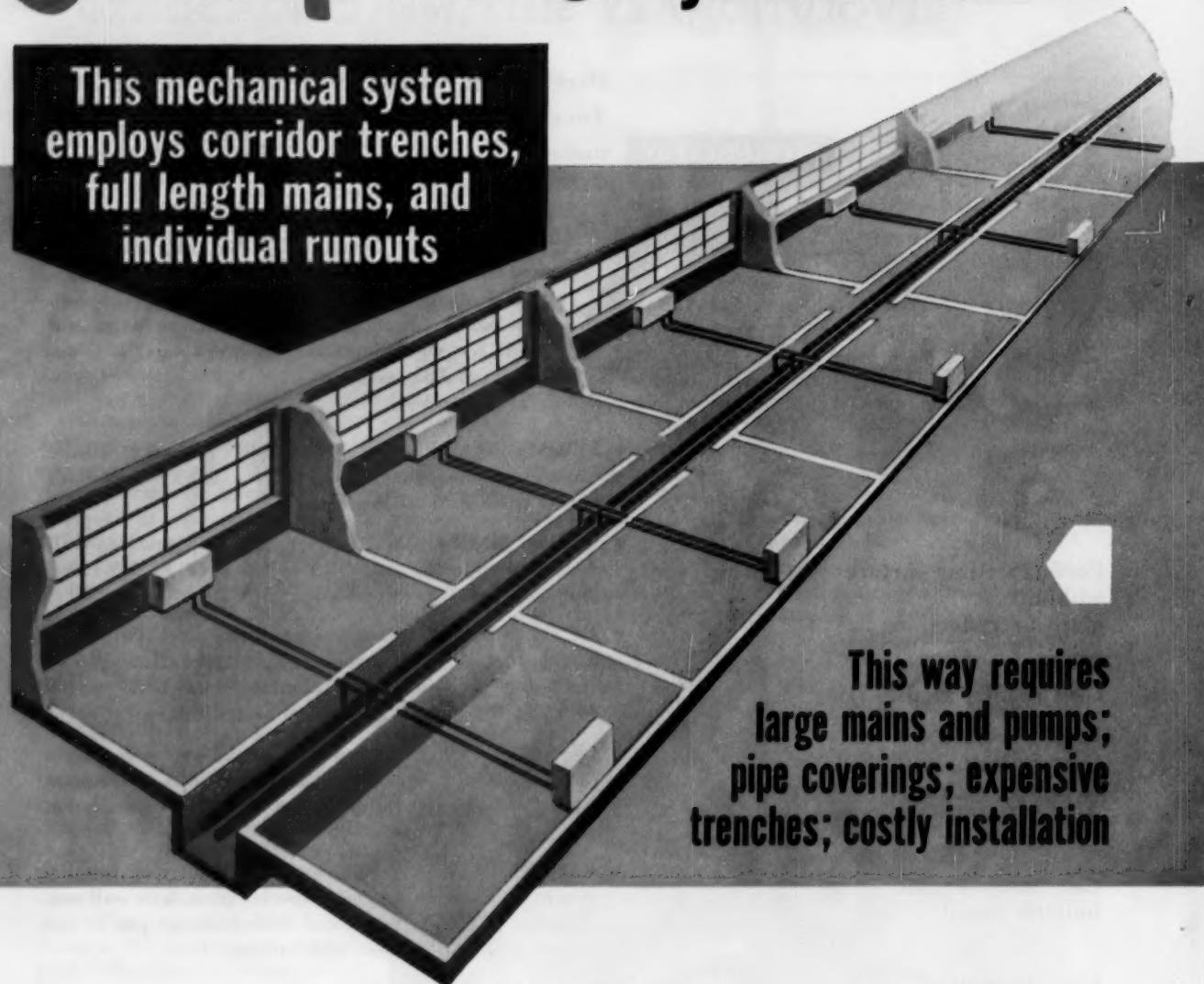
BECKLEY-CARDY COMPANY • Manufacturers
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CHICAGO 39, ILL.

Compare

this conventional system with the

This mechanical system employs corridor trenches, full length mains, and individual runouts



This way requires
large mains and pumps;
pipe coverings; expensive
trenches; costly installation

*I*t will pay you to study the comparisons on these two pages to see how this latest Nesbitt development is particularly designed to meet today's thermal comfort needs and to give you more for the school-building dollar.

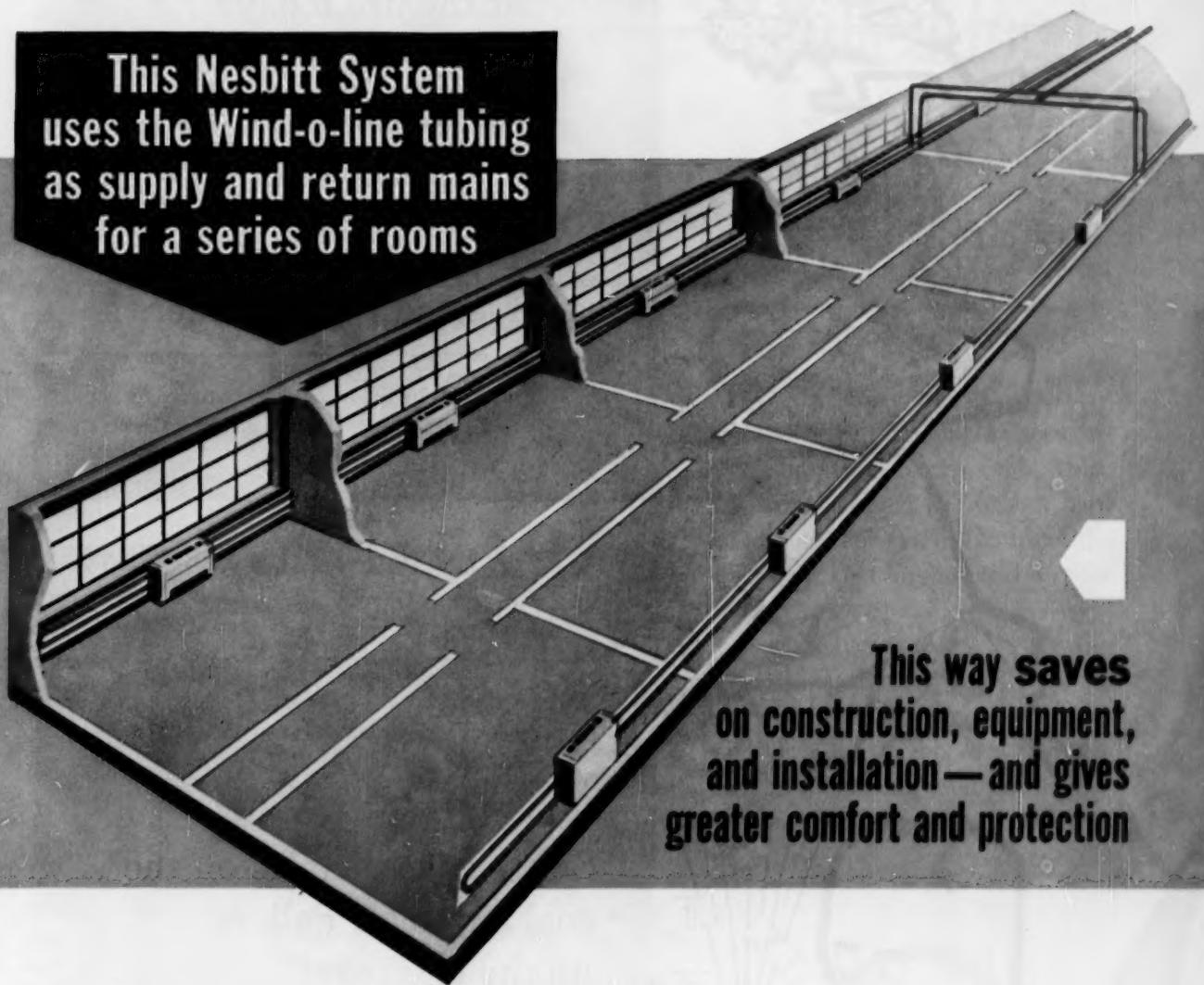
For forced hot water, Nesbitt Syncretizer heating and ventilating units with Wind-o-line radiation may be installed in series-loop circuits, in which the copper tubing of the Wind-o-line system serves as the only required supply and return piping for multiple-classroom groupings or for entire wings of the building.

This Latest Advance...

COSTS REDUCED *Savings in equipment:* Smaller pipes and pumps are required because the Nesbitt System is designed to provide the needed heating capacity with water quantities of from one-half to one-third those required in conventional systems. Saves on both first cost and operating cost. *Savings in construction:* Wind-o-line supplies Syncretizers, eliminating costly pipe trenches, mains, runouts, and pipe covering in much of the building. Other piping is simplified. *Savings in installation:* Mains and piping are smaller, shorter, simpler. Packaged piping within the Syncretizer unit ventilator materially reduces installation labor at the site.

Nesbitt Series Hot Water WIND-O-LINE SYSTEM

This Nesbitt System
uses the Wind-o-line tubing
as supply and return mains
for a series of rooms



This way saves
on construction, equipment,
and installation — and gives
greater comfort and protection

REDUCES mechanical system costs...
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COMFORT INCREASED *Variable water temperature control:* Relating the available heat directly to outdoor temperatures improves individual room control by the Syncritizer.

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Nesbitt

HEATING AND VENTILATING EQUIPMENT

Made and sold by John J. Nesbitt, Inc., Philadelphia 36, Pa.
Sold also by American Blower Corporation

WRITE TODAY FOR NESBITT PUBLICATION 104



Why is the fireman always poking at the fire today?

We have a new lot of coal and it clinkers badly. He's digging the clinkers out and covering up holes in the fuelbed.

Don't holes in the fuelbed make clinkers?

They sure do! And the air required for combustion goes through these holes and we can't keep the steam pressure up.

Why did we buy such coal?

Well, it was a few cents cheaper and we didn't consider the analyses so nobody realized it had such a low clinkering temperature.

So we save pennies on the coal and blow dollars up the chimney!

Yes sir! That's about the size of it. But just as soon as this lot is used up, we're going back to the old coal. That was specified for us by the Chesapeake and Ohio Fuel Service Engineers to give us the lowest *steam cost* with our type of stoker and boiler. We should have stuck with the coal they recommended — it never gave us a bit of trouble.

P.S.

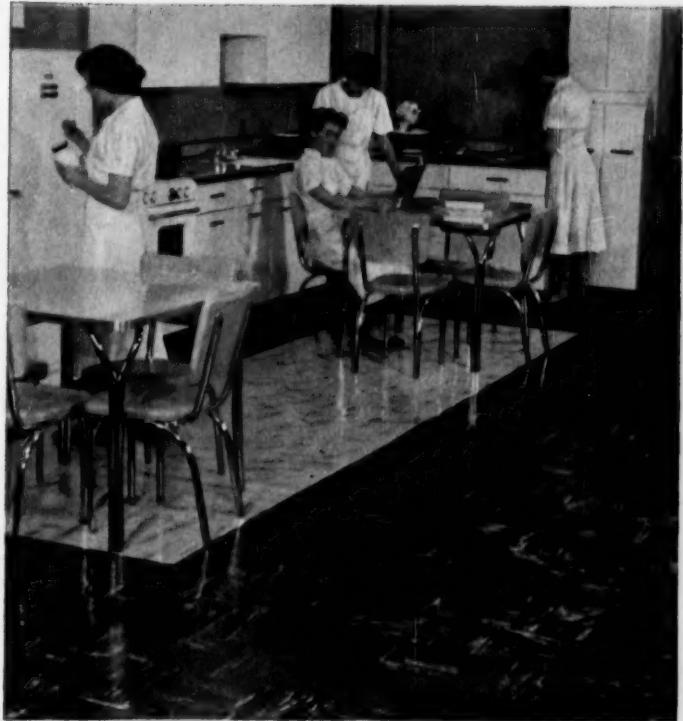
There's a lot more to buying coal than the cost per ton. For facts and figures to solve your particular fuel requirements, write to: R. C. Riedinger, General Coal Traffic Manager, Chesapeake & Ohio Railway Company, Terminal Tower, Cleveland 1, Ohio.

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WORLD'S LARGEST CARRIER



OF BITUMINOUS COAL



Photos of "Gold Seal" floors and walls courtesy
Congoleum-Nairn, Inc., Kearny, N. J.

Spilled food won't stain these floors!

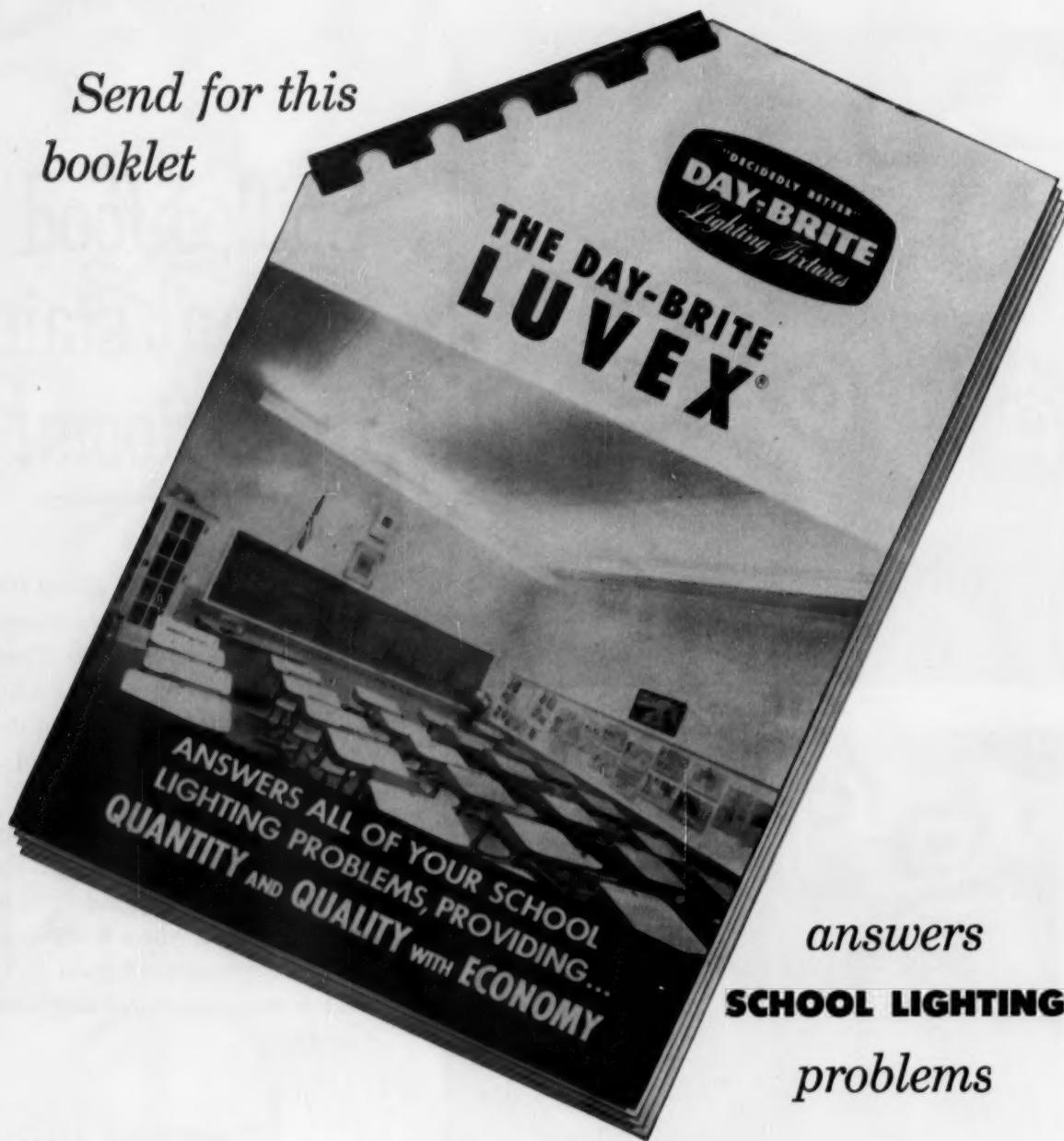
With flooring made of BAKELITE Brand Vinyl Resins, soil can accumulate *on top* of the surface only. Thus, it's easily cleaned off without hard scrubbing. The bright beauty of the flooring is kept brighter this way for many years longer.

It will pay you to specify flooring made of BAKELITE Vinyl Resins for kitchens, work rooms, corridors . . . in fact for any room where it is important to have continued good looks with low maintenance and long years of service.



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The term BAKELITE and the Trefoil Symbol are registered trade-marks of UCC

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booklet*



answers

SCHOOL LIGHTING

problems

School lighting today has a vital bearing on all the tomorrows of America! Actually, it is an investment in future citizens!

Realizing this, members of School Boards, PTA groups, School Administrators and Architects are taking every precaution to benefit and conserve the sight of today's pupils. It is their most priceless asset.

The School Lighting Division of Day-Brite has prepared a special quick-reference booklet of definite

value to everyone interested in the proper illumination of our schools—whether it involves original lighting or relighting. It clearly illustrates why more schools install Day-Brite LUVEX® Fluorescent Fixtures than any other make!

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NATION'S LARGEST MANUFACTURER OF COMMERCIAL AND INDUSTRIAL LIGHTING EQUIPMENT

**Nesbitt Syncretizer
with Wind-o-line
Radiation**

**The modern way
to comfort-condition
classrooms and eliminate
cold downdrafts**



**New Standard
in classroom heating**

The Nesbitt system handles the problems of heating and down-drafts separately. There's never any overheating or fuel waste. You'll find that this, and other Nesbitt features, bring a new standard to classroom heating . . . a standard that's hard to match for beauty, efficiency and economy.

**Other American Blower
products for schools**

- Heating and Ventilating Units
- Quiet, low-cost Unit Heaters
- Attractive Ventilating Fans
- Efficient Utility Sets

For complete information and prices, call your American Blower representative, or write us direct.

Beautifully styled and functional, the Nesbitt Syncretizer with Wind-o-line Radiation is the perfect combination for classroom comfort conditioning.

The Syncretizer (attractive heating-ventilating unit) provides ideal temperatures throughout a classroom . . . supplies the right amount of heat blended with the right amount of fresh outside air. Extending from both sides of the Syncretizer for the full length of the window area, the Wind-o-line units radiate an extra blanket of heat to shield occupants from cold window downdrafts.



A Nesbitt "package" consists of a unit ventilator, with finned-tube radiation housed in beautiful open or closed storage cabinets or attractive grilles casings.

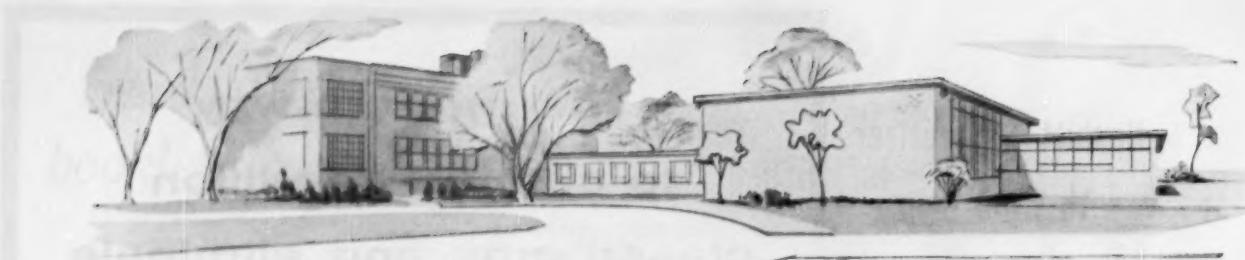
AMERICAN BLOWER CORPORATION, DETROIT 32, MICHIGAN
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Serving home and industry: AMERICAN-STANDARD • AMERICAN BLOWER • CHURCH SEATS & WALL TILE • DETROIT CONTROLS • KEWANEE BOILERS • BOSS EXCHANGERS • SUNBEAM AIR CONDITIONERS



Elm Hill School remodels and expands using Westinghouse LC luminaires . . .



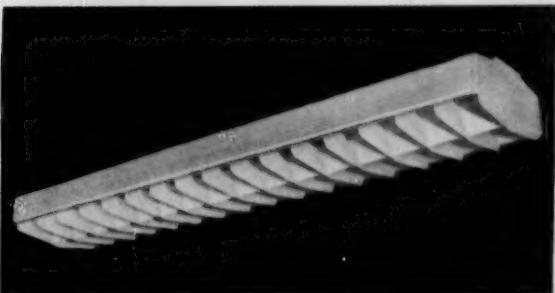
The NATION'S SCHOOLS

Elm Hill School officials recognized the need for modern lighting in their remodeling and expansion program. To answer this need—Westinghouse LC luminaires were selected as standard units because they enhance the fresh appearance of the new wing, and add modern styling to the existing classrooms. In addition, these new LC luminaires, with plastic side panels, provide comfortable glare-free illumination so important to advanced teaching techniques.

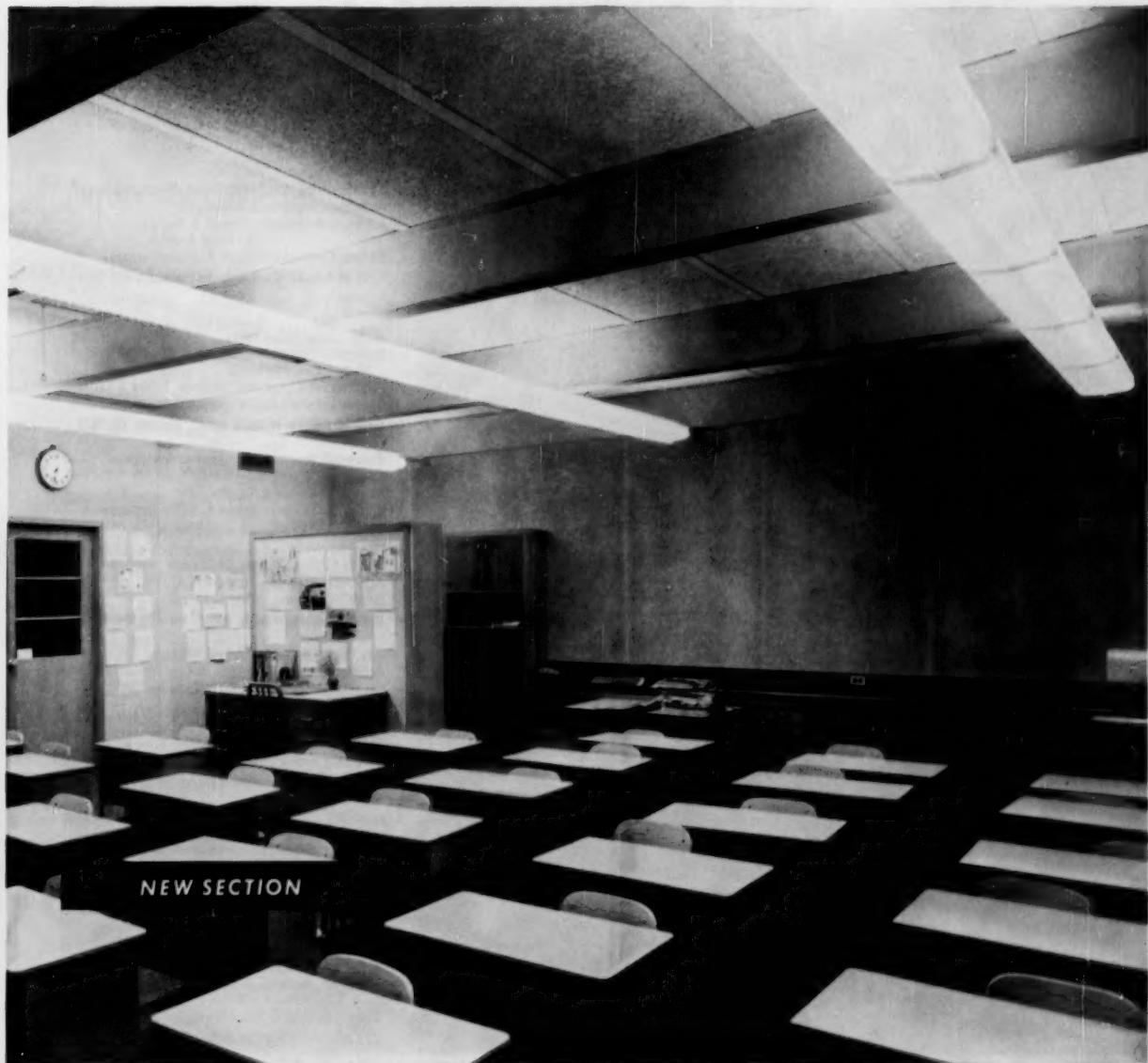
Once again Westinghouse LC luminaires prove their flexibility in new classrooms and old. If you are planning a modernization or expansion program, write for the Westinghouse ABC plan for school lighting.

When you make your selection, let your architect know your preference for Westinghouse school lighting fixtures. More information? See your local Westinghouse distributor or write Westinghouse Electric Corporation, Lighting Division, Edgewater Park, Cleveland, Ohio.

J-04377



YOU CAN BE SURE...IF IT'S
Westinghouse





who

Alcoa Building, (left), Pittsburgh, Pennsylvania
Architects: Harrison & Abramovitz
Associate Architects: Mitchell & Ritchey
Altenhof & Bown
General Contractor: George A. Fuller Company
Date of Adiaké Window order: January 25, 1951

**North Central Home Office
Prudential Insurance Company of America,
Minneapolis, Minnesota**
Architects and Engineers: Magney, Tusler & Setter
General Contractor: C. F. Haglin & Son's Co.
Date of Adiaké Window order: October 19, 1953

**Prudential Insurance Company of America,
Chicago, Illinois**
Architects: Naess & Murphy
General Contractor: George A. Fuller Company
Date of Adiaké Window order: November 12, 1953

Shelby County Hospital, Shelbyville, Kentucky
Architects: Nevin & Morgan
General Contractor: Otho Tapp
Date of Adiaké Window order: June 24, 1952

City County Building, Detroit, Michigan
Architects: Harley, Ellington & Day
General Contractor: Bryant & Detwiler
Date of Adiaké Window order: January 12, 1953

Freeport Motor Casualty Company, Freeport, Ill.
Engineers and Contractors: The Austin Company
Date of Adiaké Window order: June 2, 1952

**East Unit, Baptist Memorial Hospital,
Memphis, Tennessee**
Architects: Office of Walk C. Jones, Jr.
Consulting Architects: Samuel Hannaford & Sons
General Contractor: Harmon Construction Company
Date of Adiaké Window order: June 23, 1953

Rockford Memorial Hospital, (right), Rockford, Ill.
Architects: Hubbard & Hyland
Perkins & Will
General Contractor: Security Building Company
Date of Adiaké Window order: December 28, 1951

originated aluminum reversible windows?

Anyone can claim to—but **ADLAKE** can show installations sold as early as these!

There's a lot of talk these days about companies "developing" aluminum reversible windows—and we're rather flattered. For we like to think the sudden rash of "new" windows proves that a lot of people looked at the Adlake Aluminum Reversible Windows (that we sold 'way back in January, 1951) and liked what they saw.

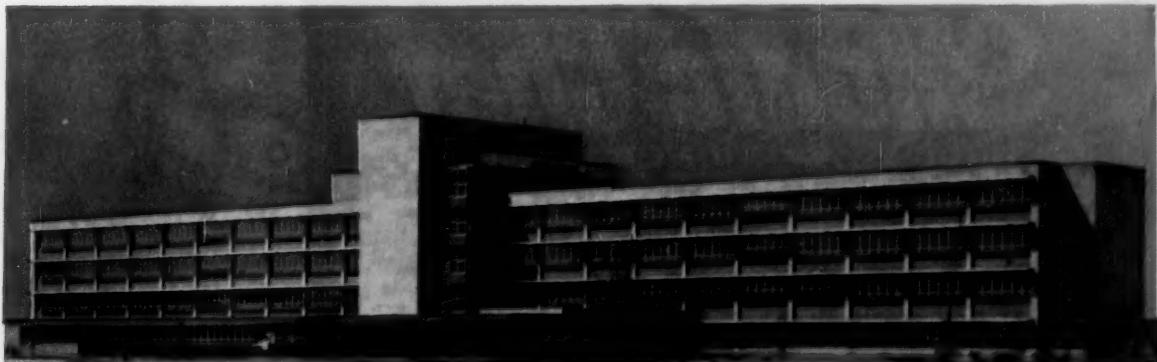
Take a look yourself—at the outstanding buildings listed here. They're all equipped with Adlake Aluminum Reversible Windows. (And just to keep the records all straight, we've put in the dates when the orders were placed with Adlake for the windows.)

As with all Adlake products, these windows had to

undergo extensive testing before they were offered for sale, so the windows were designed and *developed* several years before the first order was placed. We believe Adlake was first with aluminum reversible windows, and until we see some installations that were sold earlier, we'll keep right on thinking so!

THE Adams & Westlake COMPANY

Established 1857 • ELKHART, INDIANA
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Only *Magic Chef* offers you the advantages of

Beautiful, Durable, Easy to Clean

STAINLESS STEEL

BAKING AND ROASTING OVENS

Clad in sturdy stainless steel, the gleaming, glass-smooth fronts of these handsome new *Magic Chef* ovens are combined with economical black japanned tops and sides to give long life and beauty at

HALF
the extra
COST!



Model
GA293A-20.

Magic Chef

SUPER DUTY

BAKING AND ROASTING OVENS

Sixteen space-saving super-duty combinations are available with 31" or 42" decks to meet your most exacting baking and roasting needs. These famous ovens are also available in full stainless or japan finishes.



whoever feeds the finest... it's cooked on
Magic Chef®

Magic Chef, Inc., St. Louis 10, Mo.

Bolta serves 'em right... everytime!



FOOD TASTES BETTER when it is served better. In institutions of all types — wherever food is served — Bolta's laminated color trays add appetite-appeal.

Available in 36 color-and-pattern combinations, Bolta's exclusive laminated color trays are built to give several extra years of service. Bolta trays will not warp, split or stain — they're impervious to cigarettes, acids or juices.

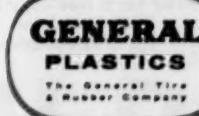
For finer service every day, serve it on a Bolta tray.

BOLTA PRODUCTS, Lawrence, Mass., A Division of
The General Tire and Rubber Co.

Bolta TRAYS

... add appeal to every meal!

Vol. 55, No. 6, June 1955



RESTAURANTS

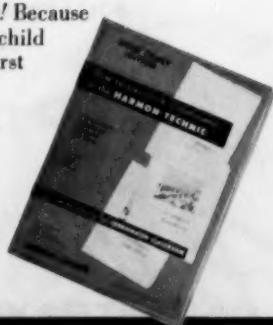
FIRST CHOICE FOR PAINTING CLASSROOMS



The proper study of classroom decoration is the *child!* Because Luminall leads the entire paint industry in whole-child research, our products and recommendations are first choice among educators and health experts.

"HOW TO DECORATE CO-ORDINATED CLASSROOMS"

Write for a free copy of the new, easy-to-use Work Chart edition. Dept. NS, Luminall Paints, 3617 South May Street, Chicago 9, Illinois.



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THERE'S SAFETY IN THE SHINE...

If there's Du Pont Ludox® in your wax

Glistening floors can still be *safe* floors—if the floor wax contains "Ludox" colloidal silica, Du Pont's anti-slip ingredient.

Tiny, transparent particles of "Ludox" impart a unique "snubbing" action to the wax film—retard the shifting of wax particles under foot pressure. The result—added traction and added *safety* underfoot!

Try a wax containing "Ludox." You'll see how *safe* beautiful floors can be.

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Ask your
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for one of the many
fine waxes on the market
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BETTER THINGS FOR BETTER LIVING
... THROUGH CHEMISTRY

For safety underfoot, specify floor wax made with

LUDOX®
Colloidal Silica

Turns your wasted fuel into

Herman Nelson DRAFT|STOP System Eliminates Overheated Classrooms; Substitutes Controlled Cooling for Costly Open Window Ventilation

CLOSE the windows and cut your heating costs! It's just that simple—with the installation of Herman Nelson DRAFT|STOP. And, in addition to the dollars saved, you eliminate the end product of the overheated classroom—logy, listless students.

Herman Nelson DRAFT|STOP achieves these results because it "puts first things first"—makes COOLING the prime function during the hours of classroom occupancy. As your "extra heating plants"—students, lights and sun—go to work, this system automatically introduces outdoor air in sufficient quantities to keep classrooms at comfort level. Herman Nelson's thrift even extends to its method of draft elimination which requires no heat—thereby saving more fuel dollars and simplifying the cooling problem.

Yes, if you count the cost, you'll close the windows—and let Herman Nelson provide double dividends in the form of cash savings and true classroom comfort. For complete information, see our catalog in Sweet's Architectural File, or mail coupon on adjoining page.



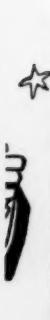
CALIFORNIA. An outstanding school in a perfect setting, New Son Lorenzo Valley High School, Felton, Calif., features Herman Nelson Unit Ventilators for day-long classroom comfort. District Superintendent: Dr. Eugene Haskell; Architect: John Lyon Reid & Partners; Engineer: Bayha, Weir & Finola; Mechanical Contractor: Atwood & Sons.

DRAFT STOP
Provides
**COOLING, HEATING
VENTILATION, ODOR CONTROL**
DRAFT ELIMINATION
All at minimum cost

herman nelson
UNIT VENTILATOR PRODUCTS

AMERICAN AIR FILTER COMPANY, INC.
SYSTEM OF
CLASSROOM COOLING, HEATING AND VENTILATING

cool savings!



MICHIGAN. Installation of Herman Nelson Unit Ventilators at the Ralph J. Bunche School, Ecorse, Mich., features unique DRAFT|STOP Wall which, in addition to eliminating window downdrafts, serves as an economical wall finish. Note how filler section fits around pilaster—another example of Herman Nelson flexibility. Superintendent of Schools: Ralph E. Brant; Architect: Bennett & Straight; Engineer: Benjamin Schulz & Associates; Mechanical Contractor: Standard Plumbing & Heating.

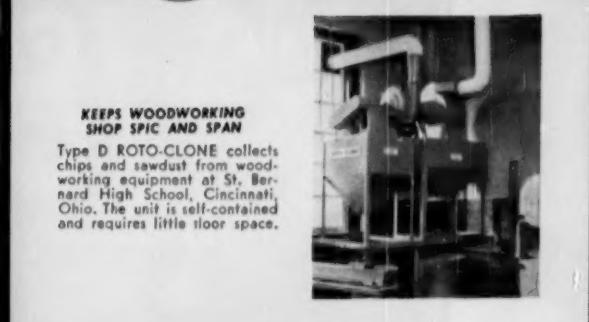


ILLINOIS. Perfect "teaching temperature" assured Grant School, Decatur, Ill., by Herman Nelson Unit Ventilators. Superintendent of Schools: Lester Grant; Architect and Engineer: Harris, Spangler, Beall & Salogga; Mechanical Contractor: S. E. McDaniel & Co., Inc.

OTHER

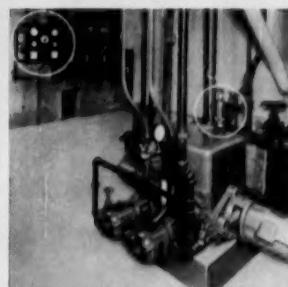


SCHOOL PRODUCTS



KEEPS WOODWORKING SHOP SPIC AND SPAN

Type D ROTO-CLONE collects chips and sawdust from woodworking equipment at St. Bernard High School, Cincinnati, Ohio. The unit is self-contained and requires little floor space.



BALANCES HEAT AND BUDGETS

Illinois Selectotherm—an automatically controlled high vacuum steam heating system which through single dial control, balances heat supply against heat loss in many school spaces.



COMFORT WITHOUT CONFUSION IN THE AUDIO-VISUAL CLASSROOM

Herman Nelson Light|Stop accessory permits operation of unit ventilator in darkened classroom—prevents discharge air from billowing curtains and causing distracting light streaks.

American Air Filter Co., Inc.
Dept. NS-6
Louisville 8, Kentucky

I would appreciate receiving literature describing the following products—

- Classroom Unit Ventilators
- Illinois Selectotherm
- Light|Stop Curtain Accessory
- Dust Control for Woodworking Shops

Name _____

Address _____

City _____ State _____



ST. PHILIP THE APOSTLE
CHURCH AND SCHOOL,
Clifton, N. J.
Architect: Arthur Rigolo
Acoustical Contractor: Hannam & Schede, Inc.
Acoustical Material:
Armstrong CushionTone Full Random

This ceiling sound conditions large areas at low cost

Even budget-priced schools can be sound conditioned economically without sacrificing either efficiency or beauty. At St. Philip the Apostle Church and School in Clifton, New Jersey, extensive areas were quieted at surprisingly low cost with sound-absorbing ceilings of Armstrong CushionTone in the handsome Full Random pattern.

Low installed cost—Quickly applied by conventional nailing, cementing, or suspension methods, CushionTone usually costs little more to install in new construction than an ordinary plaster ceiling. It's economical for remodeling, as well.

Effective sound conditioning—A perforated wood fiber material, CushionTone has high sound-absorption qualities. Hundreds of cleanly drilled perforations trap distracting noises before they can build up to disturbing levels.

Modern ceiling beauty—CushionTone's Full Random pattern of vari-sized holes is non-directional, avoiding the more mechanical appearance of straight-line perforations. Extra-narrow bevels minimize the tile effect, adding smart beauty to any room.

Economical upkeep—The two-coat, white paint finish can be washed or repainted as often as desired without impairing acoustical efficiency.

Get full information on CushionTone and the entire line of Armstrong sound-conditioning materials from your Armstrong Acoustical Contractor. For the free 1955 edition of "Armstrong Acoustical Materials," write Armstrong Cork Company, 4206 Wabank Street, Lancaster, Pa.

Armstrong

ACOUSTICAL MATERIALS

CushionTone® • Travertone® • Minatone®
Arrestone® • Corkoustic® • Perforated Asbestos Board

COMPLETE VISIBILITY ALL AROUND



Oneida MONOBILT Safety COACH



From the up-front vantage point, plus the systematic arrangement of wide-range mirrors, the driver has complete vision all around—in front, to the rear (inside as well as outside), and on both sides of the bus. The Oneida Monobilt design permits the driver directly to see persons very close to the bus in front. One mirror allows him to see even smallest children at the front or side. A special "Safety Port" window on the right side adds to the complete circle of his vision.

The Oneida Monobilt Coach may be powered by the Reo, White, or International engine.

The first factor in safe transportation is seeing. Only the Oneida Monobilt Safety Coach with forward control provides complete all around vision for the driver. He sits close enough and high enough to afford him an unobstructed view through the extra large windshield. This exclusive Oneida Safety-View design is particularly helpful when the bus approaches highway or railroad crossings, or is maneuvered in heavy city traffic.

WRITE TODAY!

For free brochure giving pictured details of the Oneida Monobilt Coach. It will help you solve your school bus problems.

Watch for this long black line that sweeps into a curve at the end of a big yellow bus. It's the design that distinguishes Oneida as America's No. 1 Quality Safety School Bus.

Monobilt Coach Sales Division
ONEIDA PRODUCTS CORPORATION
 CANASTOTA, NEW YORK

IN DALLAS,

THEY ALL COOK WITH

GAS



"Gas is my dependable partner in the restaurant business. I wouldn't change to any other cooking fuel," says Carl W. Brown, owner of Brownie's Restaurant in Dallas. "Modern Gas equipment produces quality food at minimum cost and results in greater profits. Furthermore, Gas . . . with its wide range of available temperatures . . . provides greater flexibility and is fast and clean. Gas is the modern cooking fuel."

Restaurants, hotels, clubs, cafeterias, schools, hospitals, and every other type of dining place from coast to coast find Gas the key to efficient cooking. It brings out the goodness and appetizing appearance of food. It's the most economical approach to good commercial cooking.

Wherever food is finest, it's cooked with Gas. Your Gas Company Representative will be glad to discuss the economies and results Modern Gas Equipment can provide.
American Gas Association.



RESTAURANTS

Arthur's Restaurant
Bamboo Room,
Tower Hotel
Basil's Restaurant
Beck's Fried Chicken
Belmont Restaurant
Brass Rail Restaurant
Brookles Restaurant
Bryan's Smoke House
Brownie's Restaurant
Casa Linda Restaurant
Chantilly's Sea Food
Chicken Shack
Dobbs House Air Port
Restaurant
Dolly Madison Tea Room
Eatwell Restaurant
El Chico Restaurant (4)
El Fenix Restaurant (2)
Emmett's Restaurant
Golden Pheasant
Heard's Restaurant
Italian Village Restaurant
Jay's Marine Grill

Jumbo Restaurant (2)
Loma Alto Restaurant
Lou Ann's
Lucas' B & B Restaurant
Maurice's Restaurant
Mexico City Cafe
Old Warsaw Restaurant
Oriental Restaurant
Parrino Spaghetti
Restaurant
Pig 'n Whistle Restaurant
Pulley Bone Restaurant
Royal Grill
Sammy's Restaurant (5)
Semos Restaurant
Shanghai Restaurant
Sivil's Drive In
Smorgasbord
Strattin's Restaurant
Torch
Town & Country
Restaurant
Webb Waffle Shop (4)

CAFETERIAS

Dunton's Cafeterias (4)
Highland Park Cafeteria
Luby's Cafeteria (7)

Wyatt's Deluxe
Cafeterias (8)
Fidelity Union Cafeteria

HOTELS

Adolphus Hotel
Dallas Hotel
Stoneleigh Hotel
Hotel Travis
Baker Hotel

Melrose Hotel
White Plaza Hotel
Stoller Hotel
(Under Construction—
will be Gas)

CLUBS

Dallas Athletic Club
Engineers Club
Lakewood Country Club
Oak Cliff Country Club
River Valley Country Club
Cipango Club
Dallas Petroleum Club
Dallas Athletic Golf &
Country Club

Down Town Club
Dallas Country Club
Northwood Country Club
Preston Hollow Country
Club
Spring Valley Athletic
Club
Columbian Club
Greater Dallas Club

SCHOOLS

Southern Methodist
University
Ursuline Academy

All Public Schools, which
includes Park City
Schools

HOSPITALS

Dallas Methodist Hospital
Baylor Hospital
Saint Paul Hospital

City-County Hospital
Medical Arts Hospital

INTERNATIONAL AIRPORT

San Francisco, California



Head Chef, William Q. Harper, says: "We serve 5,000 meals a day. I particularly like the quick heat and efficient performance of the Garland range and gas combination."

TWO
GREAT
NAMES

Equipped with

GARLAND

THE GREATEST NAME IN COMMERCIAL COOKING

Garland sales always top the rest! For more than 50 years Garland commercial equipment sales have led the field simply because Garland has always given the best of everything. Handsome, clean lines—so easy to keep clean . . . durable, built-to-last-a-lifetime design . . . speedy and economical day-in, day-out performance . . . unmatched flexibility and capacity. Regardless of the size of the cooking operation, Garland does it best! That's why *Garland is used in more leading restaurants, hotels, clubs, schools and institutions than any other make.* Get the Garland story from your food service equipment dealer.



The battery formation illustrated includes: Spectro-Heat Hot Top; Open Top; Unitherm Fry Top; Deep Fat Fryer; and Side Fired Broiler. Units available in standard black-Japan or Stainless Steel finishes.

Heavy Duty Ranges • Restaurant Ranges • Broiler-Roasters
Deep Fat Fryers • Broiler-Griddles • Roasting Ovens • Griddles
Counter Griddles • Dinette Ranges



PRODUCTS OF DETROIT-MICHIGAN STOVE CO., DETROIT 31, MICHIGAN
IN CANADA: GARLAND-BLODGETT LTD.—1272 Castlefield Ave., Toronto



*Now! . . . one perfect answer to almost
every floor problem . . . on, above or below grade*

GOLD SEAL VINYLBEST TILE

Goes anywhere! The closest thing to all-purpose tile, Vinylbest goes on, above or below grade . . . over concrete or wood . . . with or without radiant heat.

Moisture-resistant! Vinylbest tile is as damp-proof as asphalt tile . . . as well as flexible, resilient, comfortable, grease-resistant, beautiful and long-wearing!

Grease-resistant! Vinylbest tile has the acid-and-alkali-resistance of true vinyl . . . is actually more grease-resistant than so-called "grease-proof" tile. That's why it's a *perfect* flooring for restaurants, kitchens, cafeterias.

**For home or business...
you get the finest choice of all in...**

INLAID LINOLEUM • RANCHTILE® LINOLEUM • LINOLEUM, VINYL, VINYLBEST, RUBBER, CORK AND ASPHALT TILES • CONGOWALL® ENAMEL-SURFACE WALL COVERINGS • VINYLFLOR • VINYLTOP

Economical! Vinylbest tile has the important, cost-cutting features of linoleum tile: ease of maintenance, long wear!

Color-rich! Vinylbest has the luxurious, clear, true color characteristics of rubber tile . . . plus an exclusive foam marbleization.

Specifications: Install on, above or below grade . . . over concrete or wood . . . with or without radiant heat. 9" x 9" tiles. 14 patterns in 1/16" gauge. 13 patterns in 1/8" gauge.

*For complete information write:
Architects' Service Dept.*



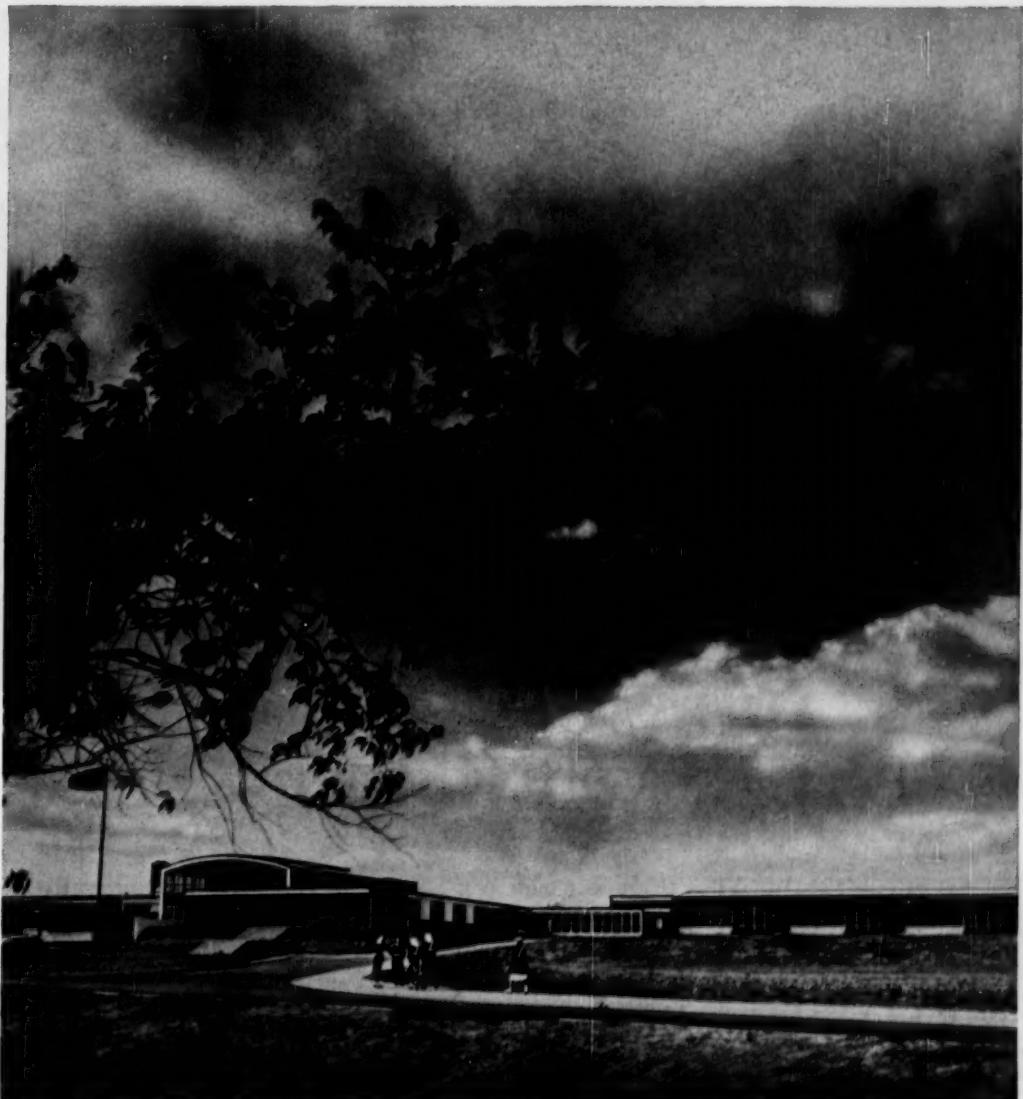
CONGOLEUM-HARRIS INC.

Kearny, N.J.

The NATION'S SCHOOLS

TIME

THE WEEKLY NEWSMAGAZINE

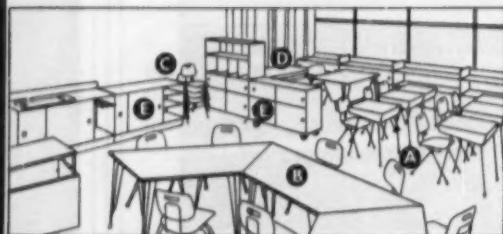


BRUNSWICK PACES THE REVOLUTION IN SCHOOL FURNITURE

The Revolution in School Furniture



BRUNSWICK turns classrooms



college, students welcome the flexible, friendly, modern design of Brunswick in the classroom.

Chairs (A) are the kind that outlast children.

Here is a new concept in school furniture that is already bringing a new way of life to students in more than 2,000 schools. From kindergarten through

Really comfortable and versatile too! Basic four-in-one chair becomes armchair, tablet armchair or chair desk with easy-to-put-on attachments.

Tables (B) are round, half-round, rectangular or trapezoidal. In five sizes they combine in an endless variety to suit any activity. Desks group too, providing large work areas.

Chairs and desks stack out of the way (C) to save valuable space. Tables nest (D).

Cabinets (E) are as flexible as the changing needs of the classroom. With or without sliding panel

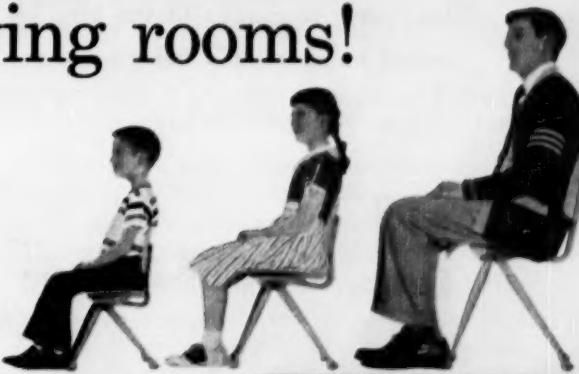


RESEARCH CLASSROOM, UNIVERSITY OF MICHIGAN

into learning-and-living rooms!

doors, wheels, interior dividers, Brunswick cabinets function as storage units, room dividers, extra work surfaces. They are so colorful, so practical, folks who see them want them for their homes, too.

Flexible Brunswick furniture will be just as practical and functional in twenty years as it is today. Doesn't a wise investment like this fit the school plans in your community? Send for free folder. Address: School Equipment Division, The Brunswick-Balke-Collender Company, 623 South Wabash Avenue, Chicago 5, Illinois.



EIGHT DIFFERENT SIZES!
This full range of sizes means
Brunswick chairs correctly
suit students of all ages.

Brunswick

Why Brunswick takes to tell the public some facts about school furniture

TIME

Today, advanced teaching methods and physical plants of functional design have won popular approval. This important two-thirds of our educational system needs no selling.

Concerning the other third—school furniture—the issue is not always so clearly cut.

It is for this reason that Brunswick has published the preceding two full color pages in TIME.

Reaching, as it does, nearly two million leaders in American thought and action, this message informs the public of the many-fold advantages (and long term economy) of the kind of school furniture that today's and to-

morrow's educational systems demand . . . Brunswick School Furniture.

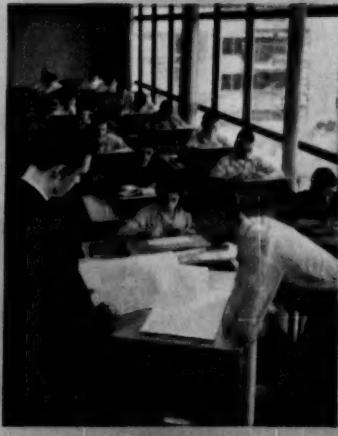
The correlated beauty and functional styling of Brunswick chairs, desks, tables and cabinets are important news to the readers of TIME.

Here is furniture that enables American children to derive full benefit from modern teaching techniques and is sure to be as functional twenty years from now as it is today.

From both an economic and an aesthetic point of view, this is as sound a basis for an investment in school furniture as you could hope to find. Your Brunswick representative will be glad to give you the facts.



Designed to meet the challenge of change!



ST. PATRICK HIGH SCHOOL, CHICAGO

Architects: Belli & Belli • Engineers: W-B Engineering Co. • Contractors: W. T. Mahoney & Sons, Inc.; Plg., L. J. Keefe Co.



Quadrangle with reflecting pool.
Faculty building left facing south has blue porcelain enamel panels, clear glass and blue green fibre glass drapes. Chapel, in center, with plastic sky domes is connected by stained glass cloister to school building right. North exposure of the school has clear glass and gold colored fibre glass drapes.

Dramatic 70 ft. high cross at main entrance is stainless steel. Drapes behind clear glass windows are blue green fibre glass. Yellow terra cotta panels have religious insignia in black. Colors throughout the buildings including the gym are attractive.



Gymnasium type guard for thermostat

No Danger of Scalding Showers. Water Economy, too, is obtained with Powers Thermostatic Control for 50 showers.



No Losses from
OVER-heated Water.
Hot water generator also is Powers Controlled.

(c)P

POWERS Automatic Temperature Control

Is Used Throughout this Colorful Modern School
for the Heating and Ventilating System, Hot Water Generator and Shower Baths

Utmost Fuel Economy, Thermal Comfort and Convenience are assured here with a Powers Control System. Users often report 25 to 50 years of reliable service with a minimum of repairs.

For more than 60 years the name POWERS has stood for quality temperature control, proper installation and SERVICE if required.

Next time a problem of temperature or humidity control arises call POWERS. No other single firm makes a better line of thermostatic controls for heating, air conditioning, hot water generators and all types of shower baths.



THE POWERS REGULATOR COMPANY

SKOKIE, ILL. • Office in Chief Cities in the U.S.A., Canada and Mexico

Over 60 years of Automatic Temperature and Humidity Control



**Stuffy
classrooms
dull
alertness
and cut
"take home"
learning**

A stuffy room is certainly no place to absorb real "take home" learning. That's why it's so essential to have proper temperature and ventilation control in your classrooms.

Student reactions will vary widely—depending on the time of day, the type of class, and the method of instruction. Naturally, *alert students take home more learning*.

The new Honeywell Schoolmaster Temperature Control System is a highly productive unit in modern schools today because it assures the proper conditions for classroom alertness.

This Schoolmaster System includes a newly developed school thermostat for each classroom, plus an indicator panel for the principal's office which gives a finger tip report on all room temperatures.

With it, you can accurately coordinate level temperatures, proper humidity and ventilation to create ideal conditions for brighter classes, and better learning.

The Schoolmaster is an exclusive Honeywell feature. It's designed for any school, whether it's a new or older building. No major building alterations are necessary, as the wiring is simple.

For complete information, call your local Honeywell office, or write to Honeywell, Dept. NS-6-34, Minneapolis 8, Minnesota.

New Honeywell Schoolmaster System makes temperature and ventilation control a "productive" item



A thermostat in each room makes temperature and ventilation control a part of teaching. The Honeywell individual classroom thermostat is custom designed for the instructor so that room temperature and ventilation can be matched to class activities.

An indicator panel gives the principal a finger tip report. The panel shown here is for the principal's office and is wired to a special sensing element in the thermostat for each room. The principal can have a push-button temperature reading for any classroom.



Special sensing elements provide added fire safety. You have a constant fire sentry in the Honeywell Schoolmaster System, in addition to your regular fire protection system. You have fire sensing elements in each room, and in closets and store rooms, if you wish. These elements are wired to the principal's panel to help detect fires.



M I N N E A P O L I S **Honeywell**

School Temperature Controls

112 OFFICES ACROSS THE NATION





SOMETIMES Safety CAN BE MEASURED IN SECONDS-

**Make sure your school buses
can stop in time!**

Insist on Bendix-Westinghouse Air Brakes —
the most dependable, most powerful brakes made

WHY AIR BRAKES? The answer, of course, can be stated in one word—*safety*. Look at it this way. The greatest assurance of safety in school bus operation is a braking system powerful and dependable enough to meet any emergency. *Air Brakes* deliver more power, faster and surer than any other type of brakes available. *Proof of this can be found in the fact that virtually all of the 102,000 commercial buses operating in 1953 were Air Brake equipped.* Commercial bus operators can't take chances on passenger safety—they demand the world's safest power-to-stop!

HOW TO GET THEM. It's simple. First, if you are buying new buses and are asking for competitive bids, insist that *all* bids submitted include Bendix-Westinghouse *Air Brake* equipment. This way, the buses you ultimately choose will come from the factory *Air Brake* equipped. Secondly, you can modernize your present buses with handy field conversion kits—there's one designed for every make and model bus. Just call your Bendix-Westinghouse Distributor and he will make all arrangements—you'll find him listed in the yellow pages of your telephone directory.

THE BEST BRAKE IS AIR . . . THE BEST AIR BRAKE IS

Bendix-Westinghouse

BENDIX-WESTINGHOUSE AUTOMOTIVE AIR BRAKE COMPANY

General Offices & Factory — Elyria, Ohio

Branches — Berkeley, California and Oklahoma City, Oklahoma



WRITE FOR FREE
INFORMATIVE BOOKLET

Here's the complete
story on how much *Air
Brakes* can contribute to
school bus safety. Write to
the factory today.

of course it's FIBERESIN

SOLID PLASTIC TOPS



ON THE
**AMERICAN
DESK**
MANUFACTURING COMPANY'S

CRUSADER CHAIR DESK

and other school furniture including the Airplane Table,
ONE-12, Tablet Arm Chair,
and Teachers Desk



The Crusader Chair Desk is functional and modern. 14 gauge steel frame, non-tip balance, lots of storage space (available with or without closed fourth panel), adjustable post arm lock, and many other important new features to assure rigidity and long life.



The tough plastic surface is virtually indestructible. Staining, chipping, cracking, and scratching are practically impossible. No warping, no veneer layers, no metal or wood edges.



The FIBERESIN surface scored A+ in reflectance tests conducted by the University of Wisconsin showing ideal reflectance value of 40-50%.



Maintenance is no problem. Marks and stains are readily removed by wiping with a damp cloth. A FIBERESIN Plastic Top ~~NEVER~~ needs refinishing.

because

FIBERESIN Plastic Tops provide a durable, smooth, ripple-free surface of proper light reflectivity for ideal student use. The uniformly hard surface eliminates once and for all the damage caused by "doodling" and "trenching", so common with natural wood. The hard, dense edges need no extra applied protection. They defy abuse and have no "layers" to separate or cause slivers.

*FIBERESIN a laminated board having a melamine resin plastic surface on an extremely dense core of wood fibre and phenolic resin. This combination of materials is welded together in hydraulic hot plate presses at accurately controlled high temperatures and pressures. The decorative wood grain pattern and color is an integral part of the surface.

DEVELOPED AND PIONEERED BY

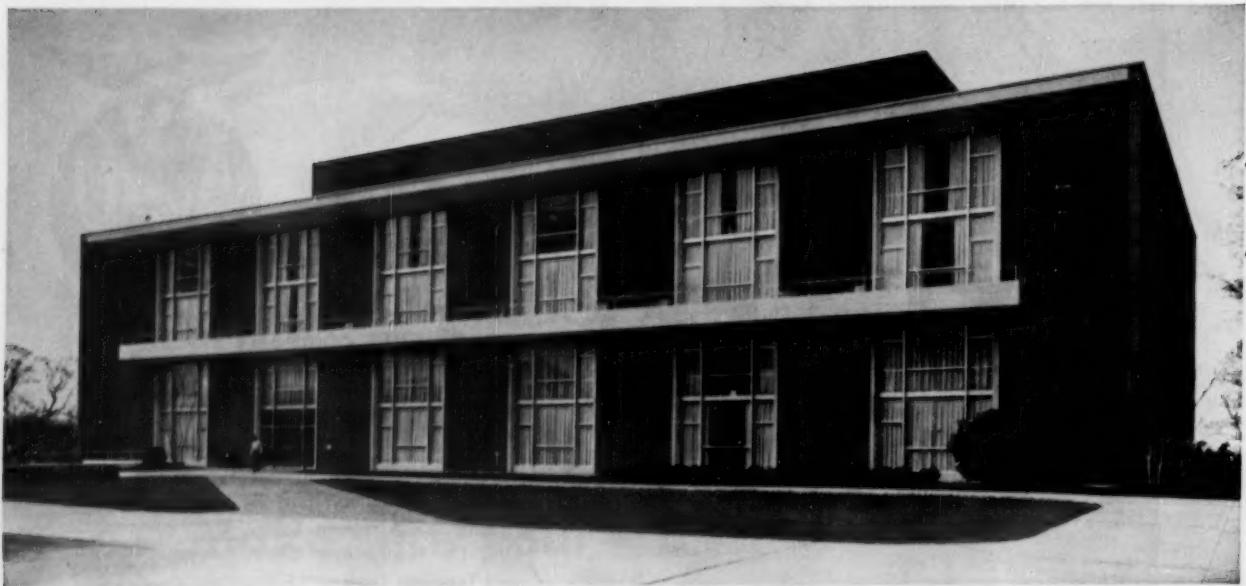


be sure of TOP QUALITY... specify

FIBERESIN
solid plastic tops

Pride of Georgia Tech...

NEW PRICE



Georgia Tech's Price Gilbert Library, built on hillside, is five stories high. Architects: Bush-Brown, Gailey & Heffernan, Atlanta. General Contractor: J. A. Jones Construction Co., Charlotte, N. C. Plumbing Contractor: Mechanical Contractors & Engineers, Inc., Atlanta.



Librarian's washroom also features Crane Norwich lavatories with Vantage controls. Note inset showing file room installation of Norwich lavatory.

CRANE

GILBERT LIBRARY IS CRANE EQUIPPED

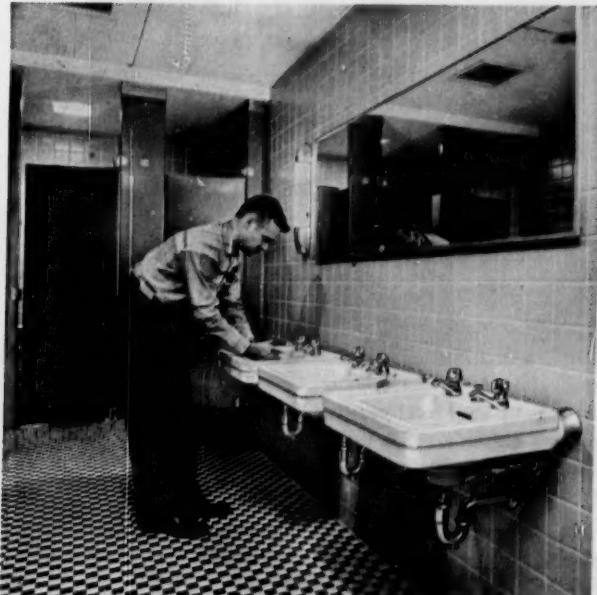
Almost before the mortar was dry back in 1907, the old Andrew Carnegie Library at Georgia Tech had grown too small for that fast-growing institution.

Now Georgia Tech has a new library *really* suited to its needs . . . the spectacularly beautiful Price Gilbert Library, one of the finest in the country. Air conditioned throughout, the designers made it a point to specify only the finest in materials and equipment . . .

. . . and, of course, plumbing fixtures by Crane.

The architects chose Crane for many reasons. They wanted fixtures with smart, modern lines to match their architecture . . . fixtures able to stand generations of heavy student use . . . fixtures that would require only a minimum of maintenance.

Naturally, they specified Crane, the preferred plumbing for schools throughout the nation. Make Crane your choice, too, when you build or remodel. Talk it over with your architect, and let him know your preference for Crane.



Lavatories are Crane Norwich with Vantage Dial-eze controls that require virtually no maintenance.

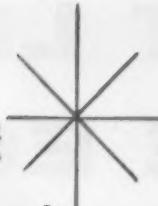


Crane Coolbrook drinking fountain with Victor self-closing valve. Semi-recessed fountain is of Vitreous China.

CRANE CO.
General Offices: 836 S. Michigan Ave., Chicago 5, Ill.
VALVES • FITTINGS • PIPE • KITCHENS • PLUMBING • HEATING

CRANE STARTS
ITS SECOND CENTURY
OF QUALITY
Founded July 4, 1855

*New Sanitary
Milk Service
Can Save You 6.7¢
on every gallon!*



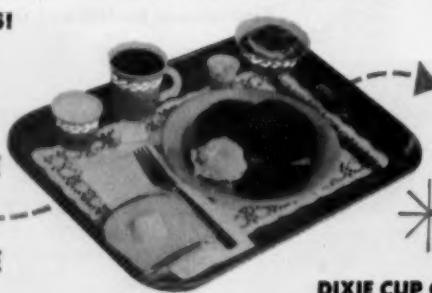
DIXIE CUPS FOR MILK



- SPEEDS SERVICE!
- NO BREAKAGE!
- CUTS LABOR COSTS!
- REDUCES WASTE!
- QUIET SERVICE!
- ASSURES CLEANLINESS!

Just multiply this savings by your total yearly milk purchases! Yes, bulk milk dispensers and safe, single-use Dixie Cups can mean big savings! No more washing glasses...costly labor is reduced. No more messy empty bottles, cartons, or crates!

Milk tastes better and sells faster when kept constantly cold and fresh. No wonder more and more student cafeteria and dining hall managers are switching to bulk milk dispensers and individual Dixie Cup service!



You'll find nothing better to reduce labor costs, still more...for accurate portion control...faster, quieter, smart service!



YOUR DIXIE REPRESENTATIVE WILL BE GLAD TO GIVE YOU ALL THE SUBSTANTIATING FACTS AND FIGURES! CALL HIM NOW!

For all your feeding needs!
**DIXIE'S COMPLETE
NEW MATCHING ---
FOOD SERVICE**

"Dixie" is a registered trade mark of the Dixie Cup Company

DIXIE CUP COMPANY, Easton, Pa. Chicago, Ill., Darlington, S.C., Ft. Smith, Ark., Anaheim, Calif., Brampton, Ont., Canada

Looking Forward

THE
**NATION'S
SCHOOLS**

JUNE 1955

A "Whodunit"?

HERE'S a mystery—affecting public education everywhere in this nation: Are some groups fostering a conspiracy of silence to prevent the free and open discussion of federal aid to schools?

Here's an example: A nationally known speaker was invited to keynote a regional White House conference on education in a large city. In discussing "Issues That Affect American Education," he logically included the problem of the federal government's rôle. Following the program, he was personally criticized by a speaker from the Chamber of Commerce of the United States and by a representative of the local board of commerce for presuming to introduce the subject of federal aid.

Nor is this an isolated example. We have examined programs from several state and regional White House conferences, and nowhere in these programs have we seen provision for full exploration of this very critical and important social issue.

All this may be merely coincidental with the fact that the U.S. Chamber of Commerce and the National Association of Manufacturers are both officially and historically opposed to federal aid. Representatives of these organizations often are active in laymen's groups planning the programs for regional and state meetings. Yes, this could be a happenstance—and yet the conspiracy of silence is too widespread to be ignored.

Further evidence is the activity of taxpayer leagues. Representatives of 39 state taxpayer associations appeared at a hearing of the House education and labor committee in Washington, April 22, to oppose federal aid. One of the group, William R. Pouder, executive secretary of the Tennessee Taxpayers Association, asserted that "subversive forces" are seeking to bring about federal control of education.

Throttling the discussion of federal aid is clearly contrary to the announced purpose of the White House conferences. When Congress provided \$900,000 for these state, regional and national meetings, it was justified in doing so only on one assumption, namely, that the federal government admits *some* responsibility for public education. If public educa-

tion is *exclusively* the business of the states, why is Uncle Sam meddling by calling a national conference and providing \$700,000 for meetings within the states?

A denial of federal concern for public education certainly was not the impression given by President Eisenhower when he addressed Congress February 8. He opened his message with the words: "I herewith propose a plan of *federal cooperation* with the states, designed to give our school children as quickly as possible the classrooms they must have."

After outlining his so-called \$7 billion, three-year loan program for schoolhouse construction, he said: This program "does not preclude other proposals for long-range solutions which undoubtedly will grow out of the state conferences and the White House Conference on Education."

Such statements indicate quite clearly that the President expects the state and national conferences to explore impartially the prospects of financial aid to schools without federal control.

We're not asking that the conferences either endorse or condemn any plan of federal aid. We merely are insisting that all sides of the question be presented. It would be appropriate, indeed, if the White House Conference in Washington could hear Beardsley Ruml and Walter Lippmann, two great citizens who have studied the situation thoroughly.

If the subject of federal aid continues to be sidestepped or misrepresented at the state conferences, we shall assume that there has been a conspiracy of silence and that the omission was definite and intentional. If the general program for the national conference does not include ample and honest presentation of this entire question, with documented facts and all points of view supplied to the discussion groups, it will then be evident that the conspiracy is "aided and abetted" by national pressure groups.

Backyard Gold

IF YOU'RE looking for some evidence that local property is dodging its school taxes, Cook County Supt. Noble J. Puffer of Illinois can give you some startling information. He believes that when he

completes his survey he will have uncovered at least \$40 million worth of property that should have been assessed but has not appeared on the suburban tax rolls.

In the township of Palatine, Ill., a new and courageous assessor hired an investigating staff and already has uncovered more than \$2.7 million worth of property built and occupied but listed on the tax rolls as "vacant."

Supt. Puffer personally discovered one home "in the \$40,000 class" which had been occupied for more than five years but was recorded as "vacant."

In Illinois, these surveys of assessment practices are legitimate expenditures of the school board. Investigations also may be initiated by the township supervisors.

What's the situation in your district? Maybe there's gold in "them thar" tax rolls.

A Reading Priority

IN HIS apt and delightful style of writing, Edgar Dale offers some timely advice on the reading of magazines. The discourse appears in a recent issue of the *Newsletter*, published by the Bureau of Educational Research at Ohio State University, of which Dr. Dale is co-editor.

He was discussing the importance of teaching students to read magazines, but his arguments apply to the school administrator or teacher who thinks he hasn't the time to read current periodicals. Writes Dr. Dale:

"Books can tell us what happened in the past. Newspapers can give us the thin slice of the present. But magazines mediate between the out-of-dateness of the past and the up-to-dateness of the daily newspapers."

Reading, he maintains, is a developing process. As one becomes more mature, there are new demands for more critical reading, for generalizing, and for applying what one has read.

Reminding us that "teachers must meet students where they are but never leave them there," he points out that "reading must not only fit the present age level but there must also be 'one to grow on.'"

This happens to be a guiding principle, too, for editors of this magazine. We believe that all content should be presented first in terms of the interests, problems and wishes of the reader. But the magazine's responsibility does not end there. It also expresses reflected judgment concerning that which is good or not good for school administration. It offers the reader vantage points from which he can view his own efforts and those of his co-workers in broad perspective.

We meet many superintendents in our coast-to-coast travels. Usually it's the frustrated fellow, overwhelmed with petty details, who will tell us: "I just don't have time to read professional magazines."

But the man who is in the top bracket of school

administration is also the man who keeps well informed in his field. Said the superintendent of one of the largest school districts in this country (and a busier superintendent you cannot find): "Of course I read your magazine. And I read your competitors', too. I can't afford not to. I've got to know what others are doing, so that I can do as well and perhaps better. I take time to read, because it's a priority. And, what's more, it's a pleasure. That's how I grow professionally."

We Talk Too Much

IF THERE'S one thing that has been demonstrated conclusively at the state White House conferences on education to date, it's the fact that educators talk too much.

For most of these meetings, the representation of laymen to schoolmen has been in the ratio of three or four to one. And yet some citizen delegates are protesting that they're having a hard time getting their opinions before the groups.

"School people," said one discouraged delegate, "rush in with the answers without waiting for the facts or all points of view. They want to put out a fire before they know where it is."

The indictment is exaggerated, but not entirely. Somehow, the profession seems to be always on the defensive. This attitude is observed not only in discussion groups with laymen but within the profession itself. Sincere constructive criticisms often evoke personal animosities rather than a mature attempt to seek the good of the profession.

In expressing his concurrence with a recent editorial in this magazine, Cyril G. Sargent, director of the Center for Field Studies at Harvard University, concluded:

"We in education have been entirely too unwilling to be critical in a constructive way about some of our own activities and policies. If we are not ourselves willing to be more critical and to accept criticism in the positive spirit in which it is given, then people outside the profession surely will find us much more vulnerable and a prey to unwarranted criticism which they themselves may make."

The least we can do is to listen!

Quotable

IF IT is true that 'what happens to American education will happen to America,' the deficits in dollars, teachers, classrooms and services in meeting the load of today . . . mark out a national concern as serious as how to defend ourselves in the world of international tension."—DAVID D. HENRY, executive vice chancellor, New York University, and president-elect of the University of Illinois.

The Editor

HOW FOUNDATIONS OPERATE

as Society's Risk Capital

ARNOLD J. ZURCHER

Executive Director, Alfred P. Sloan Jr. Foundation, Inc.

AMERICAN foundations have acquired a degree of prominence in the national spotlight that is quite unprecedented. Undoubtedly one of the reasons is the fact that they have been the subject of two separate investigations in two successive years by special committees of the House of Representatives, one headed by the late Rep. E. E. Cox (D.-Ga.) and the other by Rep. Carroll Reece (R.-Tenn.).

Unkind critics have suggested that this peculiar congressional concern with foundations may be explained, at least in part, by the fact that such organizations command few votes and hence may be investigated with relative impunity; in other words, any political advantage that may accrue is largely a net advantage in contrast to some other investigations where sizable blocs of voters might be alienated. But undoubtedly a much more objective explanation of this congressional propensity to investigate foundations, and certainly a more charitable one, is the belief, shared by others than congressmen, that foundations are expanding in number, that they command vast resources, and that they are exercising an increasingly important influence upon American life.

PUBLIC GETS EXAGGERATED NOTIONS

In the long run, this expanded public interest in foundations may be beneficial. The immediate effect, however, has not been altogether desirable since it has apparently aggravated some of the popular misconceptions about foundations. Of these misconceptions, probably the most striking and one which current discussion appears to have reemphasized, is that concerning the number of foundations and the magnitude of their resources. In compiling a list

of tax exempt organizations, the Bureau of Internal Revenue may list as many as 10,000 or 12,000 "foundations," but such a list is largely meaningless. Many of the listed organizations are mere family foundations set up for tax purposes or to handle family charitable enterprises. Others so listed are designed to carry out some special purpose. They are "operating" foundations and not foundations that satisfy the principal criterion now associated with the name "foundation," that is, a private organization, of substantial resources, which makes grants to bona fide educational, research and welfare projects.

Actually, the number of sizable foundations is quite limited. According to a leading American authority, F. Emerson Andrews of the Russell Sage Foundation, there were, in 1950, probably not more than 50 foundations with assets of \$10 million or more which did or could engage in large grant making programs.

PRIVATE PHILANTHROPY LIMITED

The public also has a distinctly exaggerated notion of the resources available to foundations for grants and of the total annual volume of the grants thus made. Mr. Andrews indicated that in 1950 a total of about a thousand foundations, including all the larger ones and a great many small ones, had assets of about \$2.6 billion and made expenditures of about \$133 million per year. Doubtless both resources and expenditures have increased in the last five years, but the relative magnitude of foundation resources and expenditures has not changed. Foundations, properly so called, still account for less than 5 per cent of all monies spent for private philanthropy in America. Statistics such as these make it quite obvious that the apparently prevailing

opinions about the wealth and economic power of foundations are distinctly exaggerated.

Purposes are misunderstood. Another misapprehension about foundations, more or less closely tied to the one just discussed, has to do with the purposes for which foundations make grants. An appreciable percentage of applicants for grants regard foundations as a potential source of funds for virtually any traditional charitable purpose, that is, for relieving distress and overcoming social maladjustments. Others apparently think that foundations ought to be willing to help finance the operations of any existing school, college, hospital or approved welfare agency.

Still others see nothing amiss in the generalissimo of a fund raising campaign seeking assistance from a foundation to fill in the blank spaces in next year's budget for the community chest, or for a church or college endowment, or for the building plans of any kind of an enterprise that is to render a necessary philanthropic service to the public.

Quite frequently in discussions about foundations, responsible citizens suggest that, like some "pork-barrel" appropriation or the latest version of a "rivers and harbors" bill in Congress, the funds entrusted to a foundation should not only be used for the purposes just identified but be so distributed that various geographical sections and various constituencies in need of help are given a "fair share."

In part, such ideas about the use of foundation funds stem from the mistaken notion that foundations are enormously wealthy and have fantastically large incomes. In part, these generous notions for distributing foundation largess are inspired by the failure of the public to appreciate

that most welfare and related activities are primarily the responsibility of the local community or of some specialized constituency, or possibly of one of the various levels of government.

But the chief reason for the prevalent lack of understanding of the purposes for which foundations make grants resides in the public's failure to understand the rôle which foundations, especially large and well established foundations, seek to play. Most foundations of importance regard the funds committed to their care as a form of social "risk capital." It is to be used to investigate or demonstrate

stand pressure upon trustees or staff to devote some of their funds to some established philanthropic cause.

Nevertheless, foundations with the larger resources, which have a national as opposed to a purely local constituency and which are best known to the public, do strive to apply their funds in the manner indicated and thus justify the assertion that such funds are society's risk capital dedicated to the advancement of knowledge and welfare in the broadest sense.

Various considerations have motivated the development of this policy.

WHAT MOST FOUNDATIONS DO:

1. Investigate or demonstrate new ideas
2. Support projects in research
3. Pioneer in the useful arts
4. Develop new and socially useful undertakings

new ideas and to support projects in research in the true academic and scientific meaning of that term. Obviously, such ideas must have something more to recommend them than mere novelty or unorthodoxy.

Explore new horizons. Of course, the primary purpose is to investigate in some area where the human mind has not gone before, or with which it is relatively unfamiliar; hence, however well organized the project, however reliable the sponsor, and however able those who conduct the project, there is always the possibility that the research or demonstration will fail to prove what it had been hoped would be proved. From a popular standpoint, therefore, though not from a strictly scientific standpoint, the project might be a failure. This, then, is the element of risk, the condition which governs all ventures into the unknown, and which the foundation is willing to take.

It would be quite untrue to say that all foundation grants are of this nature, that they all seek to promote research or some pioneer demonstration in the arts and sciences. Many foundations, some of considerable size, have no systematic policy of this sort. Most of their funds may well go to the maintenance of traditional charitable or welfare enterprises or to the amelioration of social distress. Even some of the major foundations are not always in a position to with-

stand pressure upon trustees or staff to devote some of their funds to some established philanthropic cause.

There is, first of all, the practical consideration that foundation resources are quite inadequate for the maintenance of traditional charitable enterprises in the community or nation at large. Hence any attempt to use these resources for such a purpose would not remove from others the burden of supporting such enterprises. The pioneering activity of financing research and demonstration, on the other hand, has a price tag within the means of foundations; at any rate in this sort of enterprise there is no fixed demand and activity can, at least to some extent, be contracted or expanded to suit the availability of resources.

Essentially immune to political or profit motives. Another consideration is the belief that foundations are probably better suited to provide the funds for demonstration, research and investigation than are industry, labor, government or any other constituency with "new" money. For one thing, foundations are essentially immune from quasi or direct political pressure. Moreover, unlike government or almost any other private constituency except the universities, foundations are not under the obligation to show some "practical" result for the work they support. They can indulge in what the public, with more than an overtone of contempt, is likely to label "academic knowledge" or "pure science" or "impractical ideas," not realizing that it is often this very academic

knowledge, or pure science, or impractical idea in the sciences and the arts that lays the foundations for practical advance, that is, for technology, the arts, administration and management. Finally, since the foundations are not profit making enterprises, they can afford to "lose" their money in projects that do not pay off or that do not seem to serve practical ends.

In any case, the notion that foundation resources constitute society's "risk capital" harks back to the foundations' very origins. Though the programs of individual foundations may have varied greatly, the preponderating tendency from the first, on the part of founder, trustees and staff, has been to use the funds committed to their care to avoid purely palliative programs and to strive instead to increase and diffuse knowledge in all its branches, pioneer in the useful arts, and, by demonstration or initial investment, develop new and socially useful undertakings.

Critics may have a case in suggesting that foundation trustees, animated by materialistic considerations or fear of controversy, have given more attention to science and some aspects of medicine than they have to the social sciences and the humanities or that they have occasionally chosen those projects where the prospects of publicity and fame were greater than in the case of other projects which perhaps had a higher social priority.

Nevertheless, the record has been quite good. Every branch of science and particularly some of the newer developments in physics, chemistry and the combinations of life and natural sciences owe much of their development to foundation support. So do medical education and professional education generally, public health, international organization, the fight against degenerative disease, mental illness, primary and secondary education, the present system of pensions for college teachers, financial aid to gifted students and creative artists and writers, and public libraries. These suggest but a few of the many areas in which foundation funds have helped to make significant advances over the last half century.

In making grants, foundations often prefer to concentrate their gifts upon a few large projects instead of distributing them in many small grants. This avoidance of "retailing" is partly motivated by an administrative consideration: It is demonstrably easier

to assume whatever responsibility must be assumed for a few large projects than for many small ones. Many small projects, it is alleged, cannot be properly appraised; hence the "retail" policy may lead to waste. Moreover, it is likely, so runs the argument, that the policy of distribution, if carried too far, will necessarily result in projects which are poorly organized and have little chance of success and hence do not deserve support. Affirmatively it is also alleged that such a policy permits a worthy project a maximum opportunity to make an impact.

Small grants have "paid off." But there is another side to the argument on "wholesaling" or "retailing." In recent years, many small grants have paid off handsomely. Basic developments in nuclear physics, certain antibiotics, advances in the theory and use of statistics—to name but a few—were all aided by what foundations would consider small grants. Even in this day of team research where large staffs and expensive equipment are essential, the lone wolf or the two or three dedicated individuals acting together with limited means are probably most likely to make the basic discoveries. Certainly no research team with its research director is likely to supplant such individuals altogether. Moreover, it is quite possible for large projects to be supported so generously under a policy of concentration that funds are wasted; at least there is often no resulting contribution to justify the magnitude of the resources committed.

Whatever the size of a foundation, be it large or small, and whatever its policies, the approach of its trustees lies normally through its staff. It is the staff that examines and appraises requests and usually makes recommendations to the trustees. For one project recommended for acceptance, as many as 30 or 40 may be rejected. Some of the project plans may come from within a foundation, but by far the great majority for which commitments are made come from the outside.

Foundations with large staffs usually do a careful job of screening applications—sometimes too careful a job. Paper work and red tape are a potential evil in foundations as well as in government and large industry. Small foundations often supplement the efforts of their own staffs with studies

conducted by outside organizations, and they may consult more or less formally with outside specialists who serve as consultants either *ad hoc* or on a permanent basis. Indeed almost all foundations, large and small, make considerable use of this sort of adviser. To appraise a project accurately and fairly is one of the most important responsibilities the foundation has; accordingly most of them do not hesitate to apply much time and money to that appraisal.

Know the procedures for approaching a foundation. Winnowing the wheat from the chaff in the thousands of requests that come to foundation staffs and deciding upon an order of priority for the "wheat" thus poses more than a few administrative difficulties. Accordingly, in order to use the staff most efficiently and to save time all around, foundations normally recommend that prospective applicants observe a certain procedure in approaching a foundation. In the first place, such applicants would be well advised to learn as much as they can of the specific areas in which a foundation makes grants. Because of their relatively limited resources, the small foundations often restrict their operations to one or two fields and often to certain types of operations in that field. The larger foundations are usually departmentalized and cover a fairly broad area, but even they restrict themselves to

The first reference volume to be consulted should be the foundation's own report. It is the best source of information as to what that particular foundation is likely to support.

In addition there are reference works that are more or less informative. Aside from obvious general works like the "World Almanac," there are special reference volumes of which the best are those put out occasionally by Raymond Rich Associates. Periodically this organization also issues a looseleaf information service called *American Foundations News Service*.¹ This keeps the public up to date on changes in the policies and personnel of existing foundations and tells about the creation of new foundations. The Russell Sage Foundation has also issued a directory and reference work on foundations.²

A great deal of information about foundations in general and about specific foundations, some of it not always unprejudiced, can be obtained from the printed hearings before the so-called Cox investigating committee and also those held by the subsequent Reece committee. Certain of the memorandums, issued to the public by the heads of certain foundations in answer to accusations of the Reece committee, constitute some of the best statements on foundation policies and accomplishments that are to be found in print. Of general works on foundations there are a great many. Those by Andrews, Keppel, Flexner, Lester

To appeal to a foundation, a project must be supported by men and institutions of some reputation in their respective intellectual disciplines, and the supporters must offer evidence that their project promises to advance human knowledge in some significant way.

a particular area at the expense of another.

Another limiting factor may be geographic. Some foundations may restrict their activities to a particular community or state. Others may limit themselves to the United States. Still others may be more likely to entertain a request for a grant with international implications than one with purely domestic significance.

Happily, the prospective applicant has at hand today many more sources of information about foundations in general and about specific foundations than were available a generation ago.

and Lindeman are especially valuable.³

Having satisfied himself that his project is at least logically within the

¹ The address: 860 Broadway, New York.

² Harrison, Shelby M., and Andrews, F. Emerson: *American Foundations for Social Welfare*, New York, 1946.

³ Andrews, F. Emerson: *Philanthropic Giving*, New York, Russell Sage Foundation, 1950; Keppel, Frederick P.: *The Foundation*, New York, The Macmillan Company, 1930; Flexner, Abraham: *Funds and Foundations*, New York, Harper & Brothers, 1952; Lester, Robert M.: *Forty Years of Carnegie Giving*, New York, C. Scribner's Sons, 1941; Lindeman, Eduard C.: *Wealth and Culture*, New York, Harcourt, Brace & Co., Inc., 1936.

sphere of a particular foundation, the prospective applicant's next step ought to be a letter to the foundation outlining briefly what he has in mind and making a specific request for assistance. In any formal application, a written request of this sort should always precede a request for an interview, for, judging by the law of averages applicable to foundation requests, the chances of favorable action are rather remote and an interview at this stage of negotiations would likely waste the time of both parties. Moreover, unless there has been some sort of written briefing of the foundation staff executive, he can do little more than be polite at an interview. Finally, experience indicates that the requirement that a prospective applicant set his thoughts on paper prior to any discussion is an excellent way not only of informing the foundation about his ideas but also of informing the applicant himself as to the precise nature of the project for which he is requesting assistance.

DON'T OVERDO HOSPITALITY ACT

If the proposal successfully passes the first hurdle of staff appraisal, an interview at the foundation may well be the next step. Moreover, if the foundation is interested, at some stage of the negotiations a staff member will undoubtedly request the opportunity to visit the applicant and his institution. Apparently this is a stage in negotiations that sometimes causes embarrassment to both parties. For reasons which, from the human point of view are quite understandable but which are nonetheless deplorable, the applicant often feels that the visiting foundation representative should be treated like the victorious candidate for a high public office and that he should be offered the key to the home city's most famous club, if not to the city itself.

I recall the activity that developed in one of the more staid eastern institutions of higher learning that had been seeking a foundation grant of some proportions. The institution arranged for a reception and banquet where the celebrities, academic and nonacademic, on hand to welcome a foundation executive outshone even the luminaries who normally attended that institution's annual pre-commencement banquet for its honorary degree candidates. The social event consumed so much of the time of the visiting foundation executive that

he had no time to inspect and appraise plant, people and facilities, and it is just possible that this may have been one of the reasons the institution in question did not obtain the grant it was seeking. No doubt a prospective grantor of funds, or even the representative of such a prospective grantor, ought to be treated hospitably, but his visit to a proposed donee institution is a professional call and ought to be so regarded.

When a project has been readied for the trustees with every expectation of approval from them, there remains the "price tag," that is, the budget. Foundations keep a large part of their capital in equities and they have no more certainty about fiscal tomorrow than anyone else has. Accordingly, they seek to avoid long-term commitments into the uncertain future. For a great many projects, they like if possible to keep the commitment to a single year with an implicit offer to renew if all goes well. For major projects, the commitment may go to three years and sometimes it goes to five, but rarely beyond five. Obviously a foundation must withdraw its support eventually; otherwise it becomes simply the administrator of a portfolio of securities for the benefit of a few favored donees.

Some problems that deserve more attention. During the last half century America's foundations have unquestionably made an enormously valuable contribution to the advancement of knowledge and human welfare. But despite this record of activity there remain many avenues where foundations have been relatively inactive and where their funds might well go. Twenty-five years ago, Frederick P. Keppel, then head of the Carnegie Corporation, listed some of the fallow areas. He identified these as studies in rural life, recreation, home and family, the church as a social agency, museums and parks, town and regional planning, housing, technical training below the college level, nursing and dental education. The enterprise that intrigued him most and that he thought might make the greatest single contribution to human progress would be an effort to discover the means for recognizing early the signs of extraordinary ability approaching genius in the young.⁴

Certain of these areas, including even the effort to identify various

kinds of ability in the young, have since received some attention. Others have received little or no attention. And there are still others, not on Dr. Keppel's list, some of which have grown in importance recently, that ought to be receiving attention from foundations. Among these are the problem of the aged; the more efficient management of our hospitals and comparable institutions; the sources of private support for our private educational institutions; the more effective use of leisure; a better understanding of the rôle of government and the problems of politics and public administration; greater public understanding of economic phenomena; the development of terminal educational facilities other than collegiate or university; the financing of public education and the improvement of the standards and content of elementary and secondary education; broader public appreciation of the social and other impacts of our recent scientific and technical progress, and a new approach to the problem of war.

GREATEST ASSET IS HUMAN RESOURCES

This list, of course, is an unending one. But if the risk capital of foundations is to be applied to these and other problems in the future, it can be done effectively only with the assistance of men and women of training and vision who alone can apply these resources with a promise of the greatest return. In other words, a foundation's greatest tangible asset may be the income from its portfolio, but the indispensable intangible asset is the promise that it can continue to place those funds at the command of men and women of talent and imagination who have the capacity to project new ideas, who take the initiative in urging such ideas upon foundations' staff and trustees, and who can provide the leadership and professional skill and discipline to lead mankind toward the farther horizon. Such individuals are to be found chiefly in our universities and great research institutions. Occasionally they are to be found in government, industry and other institutions of our society.

In any event, to discover such individuals, to encourage them to seek assistance, and finally, to assist them, is the real function of a foundation. If a foundation can discharge that responsibility effectively, progress will take care of itself.

⁴ Keppel, Frederick P.: Op. cit., p. 109.

A teacher training group starts out from the Martha Harris Lodge at Camp Sagawau. These teachers are enrolled in an outdoor education course offered by the Chicago Teachers College in summer.



A late start is better than none in

Preparing Teachers to Teach Outdoors

DOROTHEA KAHN JAFFE

MANY schools seek the goal of "at least a week at camp for every urban child." But they know that, if even a small percentage of the city children are to get their outdoor week, there must be many more opportunities for teachers to learn to act as leaders for camp activities.

Most of the teachers who have grown up in cities know nothing at all about outdoor living. Many a city classroom teacher could do all right in an examination in geology and biology, but when it comes to firsthand contact with the outdoors, all she can recall are a few field trips in science classes and some wienie roasts on the beach. She can't call a dozen trees by name. She likes birds, but she can't get much beyond sparrows and robins in bird recognition. As for insects, they are either (a) the subject of a chapter in a textbook, or (b) something that gets into the cake at picnics.

"Teacher training is the bottleneck in the movement toward universal education in nature appreciation, conservation and the wise use of our natural resources," declares the annual report of the Cook County Forest Preserve District in Illinois. This farsighted public agency, which administers some 40,000 acres of natural forest at the borders of the city of Chicago, began a decade ago to undertake to train teachers. One-day field trips were arranged and are still being offered by the department of conservation of the forest preserve district, then under Robert Mann, now under Roland F. Eisenbeis. But it was soon apparent that one-day trips were not enough; something more extensive was needed.

An opportunity to do a real educational job opened up when the forest preserve district, about three years ago, acquired a new property. Camp

Sagawau, as the area was known, had been a Y.W.C.A. camp and was made to order as a teacher training camp. It was not only rich in natural bird, animal and aquatic life and in geologic formations but it came equipped with overnight cabins, a lodge, and a farmhouse.

EDUCATIONAL LEADERSHIP NEEDED

Realizing the need for educational leadership if this was to be made a teacher training camp, Charles G. Sauers, general superintendent of the Cook County Forest Preserve, turned to the Chicago Teachers College, a public institution, for help in carrying out the project.

The college agreed to establish the school, direct the program, and give credit toward advanced degrees for work done satisfactorily.

The first summer session held last year established procedures that are

RIGHT: James Sanders, director of Camp Sagawau summer school, finds "books in the running brooks." These students are attending "class" in the grotto by examining the geologic formations.



BETWEEN: Camp Sagawau students study aquatic life seined at a lake in Cook County Forest Preserve.



There's desk work, too, at the outdoor school. A student shows an item in her leaf collection to a fellow student.



being followed this summer. Four field courses are given, each of two weeks' duration and each good for two semester hours of credit either for advanced undergraduate work or toward a master's degree. Some students enrolled for only one two-week course. Others remained for all four of the summer school courses.

Is one two-week course sufficient to enable a teacher to become a leader of school camping groups? When this question was put to James M. Sanders,

director of the Camp Sagawau summer school, he answered in the affirmative.

"In two weeks' time an urban person can get the feel of the woods and an understanding of the importance of protecting our natural surroundings," he said. "If the teacher has some science background and the children she guides are city bred, she can do quite well. You see, children raised in the city start from zero. Two weeks of outdoor experience give the teacher quite a head start."

Dr. Sanders is an evangelist of outdoor education. A teacher of biology at Chicago Teachers College, he now spends his summers directing the courses at Camp Sagawau and doing much of the field teaching. He enjoys every inch of the camp and pretty nearly every minute of the job. He thinks of it as a patriotic one, with its ultimate goal the teaching of conservation of natural resources.

"At the turn of the century," he said, "40 per cent of our people were

rural. Now only 18 per cent are. Most city people have lost all contact with the land, all sense of belonging. This leads to insecurity and all sorts of social maladjustments. It leads also to the squandering of our natural resources, and that can lead to war. To restore to our people something of the pioneer's feeling of being at home on the land, we need urgently to provide our

urban children with opportunities for outdoor living.

"Here at camp we believe we are not only presenting factual information and assigning work for college credit, but we are attempting to establish in students and teachers a full appreciation of their personal relationships to forests, soil, water, grasses and wildlife. We want them to get a feel-

ing for conservation so that they just naturally become concerned about the protection of our natural resources."

Working closely with Dr. Sanders are the naturalists of the Cook County Forest Preserve District. David Thompson, senior naturalist, gave him special assistance. All of them regard the Sagawau area as remarkably well suited to the purpose for which it is now used. It is really a "happy valley." About an hour's drive from downtown Chicago, it is so enclosed by woods and ridges of the Palos hills that it has the privacy of a remote woodland. The area is a naturalist's dream. A small stream running through a wooded gorge provides habitat for teeming aquatic life. Its dells and uplands abound in wild flowers, many now rare. Outcroppings of Niagara limestone and an old quarry in which fossils can be found give opportunities for geologic studies. Then there are the birds. This has become a stopping-off place for migrants and a summer home for some of them. Watching a bird mother care for her brood is one of the pleasant experiences of many student groups.

Added to all this are the practical conveniences needed by students. Cottages and an old farmhouse provide facilities for sleeping and eating. A lodge, built, as were the cottages, when the area was owned by a Y.W.C.A., provides a room for student conferences and evening activities. Because this 400 acre area is so well suited to educational use, the forest preserve administration keeps it exclusively for that purpose.

GET ACQUAINTED WITH WOODS

Dr. Sanders and his associates have worked out a program fitted to the opportunities offered by the area. The first assignment given to the teacher-students who come out to Sagawau is to go out and get acquainted with the woods.

"We turn 'em loose," he says.

City bred men and women go into the forest a bit gingerly at first, feeling their way. They walk over the little bridge that spans the glen, gaze into the miniature canyon with its waterfall, listen to bird calls. They follow paths to see where they lead, examine wild flowers. By the end of the morning they return wide-eyed, ready to begin their class work. But this doesn't mean they must go indoors. Most of the instruction is field work.

(Cont. on Page 50)



ABOVE: James M. Sanders, director of Camp Sagawau summer school, teaches the students how to identify and handle nonpoisonous snakes.
BELOW: Cook County Forest Preserve District provides personnel to help with instruction of teachers attending the outdoor summer school.



Each two-week course is devoted to a special subject: (1) birds of the region, (2) insects, (3) flowers and (4) aquatic biology. But this subject division is a matter of emphasis rather than of specialization. For Dr. Sanders and the naturalists do not hesitate to point out something of interest in the insect world even though the subject of the course may be "flowers," and vice versa.

Since the work is given for advanced college credit, the courses are carefully planned to this end. But the learning method is informal. Students are conducted to spots where there is ample material for study and are given an introduction to the area. They are expected to make investigations for themselves. They dig to study insect life, seine to learn about the inhabitants of the waters. Often they learn much from making collections which they take back to their city schools.

COLLECTIONS MADE

Among collections made by students are: leaves, fruits and seeds, cross sections of tree trunks, winter twigs, bark, fall flowers, feathers, abandoned birds' nests, insects, fishes, Mollusca, rocks, fossils, soils. Students also made collections of different kinds of leaf prints, of plaster leaf plaques, and of photographs and casts of creature footprints.

Students learn many things useful in their classrooms—how to make aquariums and terrariums, how to maintain insect colonies, how to keep

invertebrate species responding. And finally—not least—they learn survival information, how to live without the conveniences city people take for granted.

HIGH GRADES EARNED

When the school day is over, there is still learning activity. The dining room has windows on three sides, with a thicket 50 feet away. At meal times, students listen to chipmunks chittering and birds calling. At times they can see a mother bird feeding her young. (They got particularly interested last summer in a catbird family in a viburnum shrub.) Evenings, the students gather to review their day's findings and to get the over-all picture from their instructors. So keen is their interest that almost all students pass their examinations with high grades. Three-fourths hand in almost perfect papers, said Dr. Sanders.

For citizens of Illinois the work at Camp Sagawau is free except for a registration fee (\$10 for three or four units, or \$3 for each course). Illinois law requires out-of-state people to pay a fee equivalent to the cost of the course to the school system, estimated at \$20 a semester hour. Living expense covers only the actual cost of food, figured at about \$20 per person a week. This year's school runs from June 28 to August 2.

The Sagawau camp is one of many efforts being made at present all over the United States to meet the problem of insufficient personnel for outdoor

education. Forty-eight colleges and universities are now offering some type of work in this field, according to the American Association for Health, Physical Education, and Recreation. Even more significant, perhaps, are the summer workshops for outdoor education held by many of these institutions. Michigan State College holds its workshop in cooperation with the state's department of land and water conservation. It will be held this summer from June 20 to July 8 at Clear Lake Camp, situated in a county of 300 lakes near a forest, experimental farm, and bird sanctuary of Michigan State College. Other well known workshops are held at camps of the State College of Washington, Northern State Teachers College, DeKalb, Ill., the University of the State of New York, and the College for Teachers at Buffalo, N.Y. The Outdoor Education Association, Inc., of New York holds what is known as the National Camp.

MORE COURSES NEEDED

While this is a good beginning in providing facilities for teacher training, it is by no means enough. L. B. Sharp, executive director of the Outdoor Education Association, commented upon this need in reply to a query from *The Nation's Schools*.

"American youth is ready for outdoor education," he wrote. "It has been ready for a long time. Our great concern is for more teachers who are prepared to use the great out-of-doors classroom as effectively as they use the inside classroom. We are, in the main, still preparing teachers to teach inside."

"Why the outdoor education idea was not started earlier in teacher training is hard to explain. Evidently we are partial victims of academic habit."

"Much of what youths are trying to learn second and third handed can be learned much more effectively when taught at first hand. In the classroom, concepts and understanding are too often segmented, divided and made unrelated. In the open, one sees and experiences in wholeness the interrelatedness of all things. It is the natural and common-sense way of learning. The school doors should open outward a large portion of the time."

"Some good beginnings have been made in teacher preparation for outdoor education. The future looks promising but every effort must be made to see that the teachers of teachers get farther into the educational woods and open spaces."



A naturalist at Camp Sagawau summer school identifies some poison ivy plants.

**A proposal to solve the
teacher shortage with**

Federal Scholarship-Loans

LINDLEY J. STILES

Dean, School of Education, University of Virginia

THIS proposal for a system of federal scholarship-loans for prospective teachers is made in the hope that it will direct attention to one way the American people can utilize the instrument and resources of their federal government to solve on a nationwide basis the shortage of teachers in our elementary and secondary schools and colleges. The situation facing our schools which prompts this suggestion, the basic premises upon which it stands, and suggestions concerning the nature and the cost of a plan of federal scholarship-loans for prospective teachers are briefly outlined.

The situation. An insufficient number of teachers is now being prepared to meet the greatly increasing demand in elementary and secondary schools. And already shortages are beginning to be felt in the ranks of college teachers. Efforts by citizens and professional groups and by state governmental agencies to recruit teachers have proved inadequate. The shortage is growing worse each year. Conservative estimates suggest that 130,000 elementary and secondary school teachers will be needed in 1955-56 but we shall face a 50,000 deficit. Too few teachers are coming from our colleges over the nation to replace teacher drop-outs from the profession and to care for the additional 2 million children who are entering our schools yearly. In fact, in the face of our greatly increasing need for more teachers, the number graduated from our colleges actually was reduced by 6 per cent from 1953 to 1954.

Extensive surveys have attempted to analyze the reasons for the teacher shortage. When the results are all boiled down, the bitter truth is that too few of our able young people care to choose teaching as a career today. Negative attitudes toward teaching

held by parents, laymen and at times by teachers themselves have given teaching such a bad reputation as a career field that young people of ability who would like to teach are discouraged from doing so.

Salaries for teachers are so much lower than those paid by business and industry that the college graduate sufficiently well prepared to teach mathematics or science, for example, in most states must make financial sacrifices of from \$2000 to \$3000 a year to enter teaching. Furthermore, young men, in particular, whose parents can afford to pay all or a substantial portion of the cost of their college educations come from homes whose standards of living and economic aspirations are such that teachers' salaries are unattractive to them. The following examples illustrate the situation more concretely.

PARENTS OPPOSED

An outstanding student in a school of engineering confided to a faculty member that he had all his life preferred to prepare for teaching. His parents, however, had persuaded him to study engineering because salaries for teachers were so low.

The son of a school board president wanted to prepare for teaching. His father, in spite of his close acquaintance with the critical need for competent young people in teaching, firmly opposed the choice of teaching as a profession by his son.

A graduate student in chemistry who will receive his Ph.D. in June, who prepared for college teaching, is now confronted with a choice of two positions: an instructorship in one of America's distinguished private universities at a salary of \$4500 per year or a research post with one of America's outstanding industrial firms at

a beginning salary of \$7500 per year and with prospects for more soon.

To supply the demand for teachers it will be necessary to recruit from the ranks of high school graduates superior young people who have heretofore been unable to consider teaching as a career—those who lack the financial resources to obtain the necessary college preparation. It is estimated that almost half a million high school graduates who rank in the upper half of their graduating classes each year fail to attend college. In some states about two-thirds of the students in the top quarter of their classes do not enter college. The same is true, studies have shown, for as high as 20 per cent of students who can be classified intellectually in the genius category. Lack of financial resources for college attendance is the principal reason these students, many of whom possess the personal qualifications necessary for successful teaching, do not continue their formal education. Increases in tuition fees which are being forced on colleges and universities, both public and independent, to meet operating expenses, will make it even more difficult for students of limited financial means to attend college.

SOURCE OF TEACHERS

A more immediate source of some teachers—but not nearly an adequate one—exists in the ranks of graduates of liberal arts colleges. Superior students with sound subject matter preparation can be recruited into teaching. This has been demonstrated by the Fund for the Advancement of Education of the Ford Foundation. Its one-year and two-year scholarships permit the student to undertake the professional preparation, including student teaching, required for certification and

essential for successful teaching. This group offers, also, potential personnel for college teaching.

Basic premises. This proposal for the establishment of a federal program of teacher scholarship-loans to counteract the teacher shortage rests upon the following premises:

1. The teacher shortage, like our network of federal highways, reaches across state lines; consequently, it is a national problem. No state, notwithstanding the abundance of its economic resources or the generosity of its educational allocations, can solve the teacher shortage by its own efforts alone. Inasmuch as the teacher shortage is a problem facing all states, it is appropriate for all our people, through the instrument and resources of our federal government, to take steps to solve it on a nationwide basis.

2. A federal teacher scholarship-loan program might be patterned, appropriately, after the Virginia plan for scholarship-loans for prospective teachers. This state plan has been in successful operation since 1948. The basic principle of the program is that the prospective teacher who receives a scholarship-loan to attend college is required to cancel the loan with one year of teaching in Virginia for each year of scholarship assistance. Those who do not teach must repay the loan plus 3 per cent interest from date of issuance. To date, 96 per cent of all scholarship-loans have been canceled by teaching. This state plan, although offering scholarship-loans which cover only about half of college costs, has made it possible for between 12,000 and 13,000 young people to become qualified for and to enter teaching in Virginia over the last eight years.

THE VIRGINIA PLAN

3. A plan providing federal teacher scholarship-loans to superior students preparing to teach, based in principle on the Virginia plan, and following the precedents established by the veterans' college assistance programs, can be established and operated without infringement by the federal government upon historical and constitutional provisions for local and state control of public education. Nor would such a program trespass upon, or alter in any way, sectional or other educational traditions of people in various states.

Experience with the G.I. educational grants has proved that through the resources of the federal government individual students can be helped to

attain a college education without the government's interfering with or influencing, one way or the other, the control and nature of educational programs in either public or independent schools. These veterans' grants, which cover the total cost of college attendance, are made to individuals rather than to institutions. Individuals are free to attend the colleges of their choice. The scholarship-loan plan for prospective teachers, as envisioned, would follow the lines of this already tested pattern for college assistance to individual students.

4. Unless immediate and dramatic action is taken to change the public attitude toward teaching as a profession, too many of our ablest—intellectually and personally—high school graduates and college students will continue to shun teaching as a career field. There is urgent need to reverse the national stereotype of the person who elects a career in teaching, at both the public school and college levels. Only when the most outstanding high school graduates are recruited to programs of preparation for teaching, only when the best college students and graduates are prospective teachers, only when parents in all walks of life will encourage their children to consider teaching as a career will teaching gain the public respect necessary to make it a prestige field to our abler young people.

Proposal for federal teacher scholarship-loans. Several facts concerning the teacher shortage stand out. First of all, it is nationwide in character; no state is untouched by its impact. Second, despite highly commendable and extensive efforts on local and state levels and by national professional organizations made over what must be recognized as a sufficient period—10 years—the shortage grows worse. Finally, it is futile to continue to hope that sufficient numbers of young people of ability who can now afford to go to college will choose to enter teaching. These facts lead me to conclude that the time has come for the American people to attack this common problem on a nationwide basis, in a unified, coordinated, full-scale manner. Consequently, it is proposed that we utilize the instrument and resources of our federal government to establish a program of full-cost college scholarship-loans for prospective teachers.

The object of such a step at the national level would be to recruit out-

standing, but financially needy, high school graduates into undergraduate college programs of preparation for teaching in elementary and secondary schools. As a second aspect of the proposal, it is suggested that selected graduates of liberal arts colleges, who are already prepared in subject fields, be awarded one-year or two-year post-graduate scholarship-loans to permit them to gain the professional preparation necessary to enter teaching. A third provision would make available graduate fellowship-loans to superior students preparing for college teaching and for positions of educational leadership and specialization (in such fields as speech correction, remedial reading, and teaching the physically handicapped).

COVER FULL COST

The scholarship-loans would cover full cost of college attendance at any institution, public or independent, which offered a program of study appropriate to the student's professional objective. As provided in the Virginia plan, recipients would be required to cancel the loans with one year of teaching for each year of assistance. Those who decided not to teach or who failed to qualify for teaching would be required to repay the loans, including a nominal rate of interest, from date of issuance. Scholarship-loans would be renewable from year to year as long as the holder made satisfactory progress toward becoming a teacher as judged by appropriate officials of the institution attended.

Standards of eligibility for federal teacher scholarship-loans would be based upon: (1) financial need, (2) aptitude for academic success in college and in the field of preparation for teaching, (3) interest in preparation for a career or work in the field of education, (4) personal qualities, including sound mental and physical health, compatible with the requirements for successful teaching, and (5) character.

The program could be carried out in each state by a committee of responsible citizens appointed by the governor or state superintendent of public instruction. Such committees would be responsible for awarding the number of scholarship-loans needed annually to make up the deficit between supply and demand, by levels of the school system and by subject fields. Federal funds, appropriated by the Congress, would be distributed to state committees by the U. S. Office of

Education on the basis of teacher shortages and availability of qualified applicants for scholarship-loans as estimated by state committees.

This proposal for a program of federal scholarship-loans to prospective teachers will not, if enacted, supply a complete solution to the nationwide school crisis that confronts our people. Classrooms will still have to be built, and teachers' salaries must be raised substantially in virtually all states. Both of these obligations will draw heavily upon local and state resources. But such a scholarship plan would, it is believed, provide within a few years the numbers of qualified and competent teachers necessary to staff our elementary and secondary schools and colleges adequately. Because of the quality of young people it would attract to the teaching profession, it would contribute significantly to reversing the negative public attitudes that now exist toward teaching. It would help to guarantee that those who teach in our schools would be selected on the basis of ability and potential and prepared for the important professional responsibilities of the teacher. In short, it would make possible improved standards of education in our schools at all levels.

WIDESPREAD DAMAGE

In these critical times, when so much depends upon the work of our schools and colleges, it is difficult to overestimate the widespread and long-range damage the teacher shortage is causing to our military preparedness, our industrial and business economy, and, in a real sense, to our ultimate chances of survival as a free people. Shortages of qualified personnel in other fields—science, engineering, medicine, business and industrial administration, research, military science—now facing the nation are due in large part to the inadequate numbers of able teachers in elementary and secondary schools and colleges. Furthermore, our next generation of leaders in these and other vital fields is in school now. So are all our citizens of tomorrow who must be prepared through education to assume the responsibilities of self-government. The quality of education they are receiving now will determine how effective their work will be. And quality of education rests squarely upon the competence and adequacy of the teaching force that is provided in the nation's elementary and secondary schools and colleges.

Vermont time study shows

How Superintendents Spend Their Working Hours

RALPH W. OSBORNE

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Formerly Coordinator, New England C.P.E.A., Harvard University

VERMONT'S 55 school superintendents, working through five regional groups, are busy this year trying out a new tool for use in clarifying and developing the job of superintendent in the Green Mountain State.

The tool is homemade and somewhat roughhewn out of the basic Yankee material of mutual self-help. It was put together a year ago by a majority of the same superintendents who are now using it. The work of developing the tool was itself a major step toward making each of these superintendents more sharply aware of what his job actually consisted of—as measured by the amount of time he spent on various different aspects of the job. Some superintendents, right then and there, discovered that the way they were spending their time didn't quite square either with the way they *thought* they were spending it or with the way they *thought* it *ought* to be spent.

When the results of these individual stock takings on use of time were brought together in "An Analysis of Time Studies—the Work of a School Superintendent" in July 1954, it was apparent that a tool of real value had been fashioned. For it was quite clear from the cumulated findings that how a particular superintendent used his time was not "determined by the job" but by the way he saw and handled the job. There was at least some leeway for almost any superintendent to rethink his job, including how to allocate his time to its various aspects. But this is getting ahead of the story.

Basically, the Vermont superintendents had been digging and building

toward an improved structure of the superintendency at a gradually increasing tempo for nearly five years. For perspective on the uses being found for this new tool in the current year's work, it is necessary to look back briefly to a development that began during the 1949-50 school year.

At that time, the commissioner of education, A. John Holden Jr., and his advisory committee of five superintendents representing the five regional associations operating in conjunction with the Vermont Superintendents Association, submitted to the regional groups a list of 13 functions of the superintendent's job. Each superintendent was asked to analyze the list and indicate desirable practice with respect to division of time among the 13 functions. These judgments were discussed by the regional groups, summarized by the state department, and returned to the groups for further discussion.

INSTRUCTION MOST IMPORTANT

In 1951, a "Statement of Discussions" based on the conclusions of the 1950 summary was submitted via the commissioner to the school boards of the state for their comments and suggestions. Effectiveness of the instructional program was indicated to be the most important single concern of the superintendent. Activities and attitudes of school directors and the general public strongly influence the instructional program, it was pointed out. The claim on the time of the superintendent resulting from these school board and public involvements in matters concerning the instructional program runs a close second to the time

that he spends on his work with the teachers.

In the winter of 1952-53, establishment of a two-year commission by the Vermont legislature to study the setup for supervision of schools at the local level stimulated renewed interest in job study by the superintendents. During that year, an arrangement for assistance from the New England C.P.E.A., initiated by one of the five regional groups, was enlarged into a statewide program by the State Superintendents Association, then under the presidency of Lynford L. Wells. The program, beginning in October 1953, was based on cooperation among the association, the state department, and the C.P.E.A. The latter, centered at the graduate school of education, Harvard University, under the directorship of Angelo Giudrone, provided my services as coordinator and consultant for the school year 1953-54.

Each of the five regional groups selected a major aspect of superintendency development in Vermont as its

major focus of study for the year. These included such topics as (1) variation in administrative procedure for increasing effectiveness, (2) operation of the school board and its relationship to the superintendent's job, (3) redistricting as a means of increasing the effectiveness of the superintendent's job. It soon became apparent, however, that the majority of superintendents in all of the groups were interested in and were maintaining analyses of their present use of time in their jobs. The cumulation and analysis of the resulting daily time study sheets were agreed upon as of potential value to all superintendents and as a possible tool for the further study of the various special topics.

The rural nature of most of the Green Mountain State and the strong desire for local control at the town level which is basic to most Vermont superintendencies provided some common denominators against which the patterns of individual time use by superintendents could be viewed. For-

ty-four of the state's 55 superintendents have supervisory districts with more than one board of school directors. Thirty-three superintendents work with and under the direction of at least five school boards, three having 10 or more. Most superintendents have 15 or more buildings to visit, with supervisory assistance absent or limited. The town is the taxing unit for school purposes. Fully realizing that the amount of travel, number of board meetings, and to a large extent the amount of assistance available are beyond their control as individuals, Vermont superintendents were confident that the self-study of their jobs could throw some light on the key subject of what they see as their primary function, improvement of instruction.

Several types of daily time-use records were maintained and analyzed. One resulted in information as to amounts of time allocated by the individual superintendent to "functions," such as "finance," "plant and equipment," "school board relations," "professional staff relations," and so on. Another made it possible to analyze the amount of time spent in 27 major and minor areas of superintendency activities with 13 different kinds of

Members of the Vermont C.P.E.A. steering committee are (left to right, seated): Ralph Osborne; A. John Holden Jr., state commissioner of education; Leon Wagner; Lynford Wells, and Daniel Dyer; (standing): Albert Lawton; Theodore Sargent; Rupert Spencer; James Gunn, and Lyman Bole.



Percentage of Time Superintendent Spends With Various Groups		
Group With Which Superintendent's Time Is Spent	Highest per Cent Time Reported	Range of Middle 50% of Percentages Reported
Teachers	66	21.6-41.0
Board members.....	32	9.7-20.3
Supervisors-principals	27	1.7- 8.5
Nonteaching staff	21	0.5- 2.0
Pupils.....	15	0.0- 2.0
Public officials.....	16	0.0- 4.5

school and nonschool individuals and groups.

Statistical validity was not an aim, but as totals of individual daily time studies rose to 11,500 hours, acceptance of some insight obtained from comparison seemed reasonable. Superintendents found they were spending approximately one-third of their time on improvement of instruction, one-fourth on administrative matters ranging from general office work to teacher recruitment, one-fifth on school board meetings or school board matters, one-eighth on clerical work, and one-tenth in travel. The average day was one of from 10 to 11 hours and the average week from 56 to 60 hours. Hours devoted to evening activities added up to about a week of work each month. (No superintendent has yet seriously proposed statutory limitations on superintendents' hours of work!)

WITH OTHER PEOPLE

Perhaps the most impressive finding is that nearly 80 per cent of the time of superintendents is spent with other people—leaving him, despite his long hours and his travel throughout his district, only 20 per cent of the time to himself and his solitary activities. On the average, one-third of a superintendent's time is spent with teachers and nearly one-fourth with school directors, either in meetings or in individual conferences. Supervisors and principals receive 6 or 7 per cent of his time, public officials 5 per cent, and community groups another 5 per cent. Considered from the standpoint of both improvement of instruction as an area of a superintendent's activity and work with teachers and principals as people, first emphasis was still found to be with the improvement of the instructional program.

The extent to which a superintendent controls the emphasis to be given to various areas of his work was found to be greater than expected. Comparison was made of the highest per cent of time reported working with a particular group by any superintend-

ent and the range in per cent represented by the middle 50 per cent of cumulative superintendent totals. Of significance among these comparisons are those in the accompanying table.

Since similar school superintendencies were represented, it was concluded that the differences were probably less the result of the conditions within a school district and more a reflection of the basic outlook of a superintendent toward what he considered to be his job. Some superintendents might be classified as orienting their work toward working with one of the following groups: teachers, school boards, school administrators, parents and pupils, or community groups. Strong orientation to one group results in lack of emphasis on working with other groups.

One finding underscored a basic problem in the prevalent Vermont pattern of superintendency districts involving several boards. Superintendents found the time spent at board meetings and in conferences with school directors generally high. Individual cases occupying from 20 to 25 per cent of the superintendent's time were reported. No one board in a supervisory district may sense the total result of the demands of all boards on the superintendent's time.

EVENING ACTIVITIES

Another problem that probably cannot be solved without board help is that superintendents tend to carry on evening activities without any lessening of daily activities. A strong sense, on the part of superintendents, of public relations considerations, as represented by evening community activities, is not balanced with the lessening of daily activity which may be necessary to maintain health and proper perspective toward the job.

Areas for study became apparent as other data were analyzed. Staffing schools during the middle of a school year may occupy 10 per cent of a superintendent's time. It was felt that hidden costs of teacher recruitment,

such as the superintendent's time, travel expense, and office expenses, may be significantly high during the period of a year. School building planning has become a significant part of a superintendent's work. The innumerable activities and the amount of time involved in carrying on the job of the superintendent as it is now generally conceived indicate a need for some priority listing of the jobs of a superintendent and for delegation of some of those of less importance. The latter may imply more assistance to be made available to superintendents.

While use of the study results was designed for superintendents, the recent report of the legislative commission to study supervision of schools recommends that superintendents "continue the cooperative study of their jobs" and used the study to corroborate its findings.

PROBLEMS POINTED UP

Some of the problems that have been pointed up by the time study are engaging the attention of the regional groups this year. Through continued C.P.E.A. participation, the services of A. L. Threlkeld, former superintendent at Montclair, N.J., and a former president of A.A.S.A., now living in retirement in Vermont, have been made available to the regional groups for the 1954-55 school year. As previously, the primary initiative for carrying forward the study program rests with the superintendents themselves through their state association, now under the presidency of Leon Wagner.

The time study has become a tool by means of which a superintendent can check his distribution of time in relation to the multiple demands of the job and thereby set goals that are reasonably attainable. At the same time, increasing knowledge of the survey findings by boards, school staffs, and publics interested in schools in the Green Mountain State may yield at least more understanding, if not modified, expectations of what, in their long hours of work, the busy Vermont school superintendents can reasonably do.

Both some of the earlier background material and the most recent developments noted in this article are based on a report especially prepared for this purpose by Lyman Bole, superintendent of schools, Springfield, and secretary, Vermont Superintendents Association. Acknowledgment is also due to Eugene L. Belisle, a member of the senior staff of the New England C.P.E.A., for his editorial assistance.



When no school lunch was provided, the children in Philadelphia in the early 1900's purchased snacks from the street vendors.



These school children are buying their midday lunches from peddlers "on the sidewalks of New York." They are in the schoolyard. This picture was taken in 1908.

The Sixty Years' Growth of School Feeding

as a half billion dollar enterprise

MARY deGARMO BRYAN
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IN THE National School Lunch Program, federal, state and local contributions and payments by children in 1954 amounted to \$418,000,000, all of which went into payments for services and supplies of some type. To these figures should be added those from food service operations in thousands of schools not participating in the national program.

Thus, the feeding of children at school puts hundreds of millions of dollars annually into the pockets of farmers, food processors, merchants, suppliers of equipment, and lunchroom personnel.

In 1954 the federal government contributed \$176,300,000 for food to the 51,700 schools in the National School Lunch Program. Of this, \$64,266,000 was in cash used by the schools for local purchases; \$14,800,-

000 was spent for food purchased by the U.S. Department of Agriculture for use by the schools, and \$94,217,000 was spent by that department for price support of certain foods donated to the schools. While this last sum was only a small part of price support expenditures, the American taxpayer is probably grateful to know that these foods went into growing children and not into warehouses.

Currently \$50,000,000 has been appropriated for a subsidy to milk distributors so that milk may be sold to school children at a nominal 1 or 2 cent charge, the difference between the regular price and the subsidy. Experience to date indicates marked increase in milk sales in schools.

How did the school lunch start?
The school lunch, however, had its

"bootstrap" days, as the accompanying old photographs remind us. It may be difficult to recognize the drab figures behind the fence as school children of a half century ago, but there is no doubt that the snacks purchased by them or by the schoolboys crowding around the vendor were literally just off the streets of New York City.

Cluttered kitchens, with insanitary equipment and utensils, and the improvised tables at which children crowded to eat their lunch of bean soup, bread and prunes were the result of some makeshift arrangements, but some lunchrooms, such as those in Chicago, St. Louis, Cleveland and Philadelphia, show good equipment.

The kitchen built by the Women's Educational & Industrial Union "with the financial assistance of many public spirited citizens of Boston and of a

grant from the Laura Spelman Rockefeller Memorial" was the first central kitchen and was especially equipped for this purpose. Food was sent to the individual schools in laundry baskets "lined with clean paper."

Did the school lunch spring from sources inside or outside the school?
Several aspects of the early school feeding programs have value for us today. The first of these is the fact that in most instances the programs were started by community groups outside the schools. In Boston, Ellen H. Richards, assistant professor in the Woman's Chemical Laboratory at the Massachusetts Institute of Technology, a pioneer in the study of nutrition, started the service of hot lunches to children in Boston high schools in 1894. After she had stirred up Boston to a realization of the "evils of school lunches as provided by janitors and other untrained and commercially disposed persons, the Boston School Committee asked her to prepare and pack the lunches at the New England Kitchen, which she at that time managed."

Women's clubs opened the first lunchrooms in Chicago schools. In

1898 the Englewood Women's Club received permission from the board of education to open a lunchroom in the Englewood High School. Some years after the Englewood experiment, a lunchroom was installed in the Nicholas Senn High School by the Rogers Park Women's Club. The third high school lunchroom was opened in the Carl Schurz High School by the Irving Park Women's Club.

In 1911 the Chicago Board of Education made a start in the organization of penny lunchrooms for undernourished children. The report of Minnie R. Cowan, district superintendent of schools at that time, includes the following description:

"The board has taken the initial step in solving a new problem in education. No one familiar with conditions in our school will doubt that the serving of a simple luncheon to needy pupils is a factor in education. In thousands of homes, the serving of the simplest meal at midday is unknown. Mothers are absent from their homes during the day, and even if the children are provided with a few cents for food they are more than likely to spend the money for unwholesome sweets. Under such cir-

cumstances, it is not surprising that children are undernourished and their progress in school very slow.

"The experiment was begun in three schools [with] \$1200 . . ."

The Star Center Association, in 1894, and the Home and School League, 1907 to 1915, served lunches in some Philadelphia elementary schools. In 1909 lunchrooms were opened in high schools by the board of education under Emma Smedley. In St. Louis also, a private organization operated penny lunches, but board proceedings of 1903-04 report the establishment of an agency of the board through which suitable lunches would be served to pupils and teachers.

The earliest record of feeding programs of school children in the U.S. is that by the Children's Aid Society of New York in 1853, but little was done in that city until 1908, when some lunches for needy children were established by a committee of social workers, educators and physicians. Mable Hyde Kittredge and George Chatfield were leaders in this group. Unfortunately, concessionaires operated lunchrooms in many schools in that city for some years; they were finally eliminated by the establishment of the bureau of school lunches. It is surprising to learn that concessionaires are again operating in some communities but usually not in schools in which the food service is recognized as part of the educational system.

Most lunch programs in rural and small communities were started and

One quart of milk (seen in foreground) served the 18 elementary school children seated at each table in this improvised lunchroom in New York City in 1908. Note the small cups for milk on the individual trays. The menu, written on the blackboard, is for Thursday and includes bean soup, bread and stewed apricots. An extra charge was made for cookies and pretzels (on small table in foreground). Handwashing facilities were provided then, too. Note sink and roller towel in the right background.



BEGINNINGS

1790 GERMANY

1849 FRANCE

1866 GREAT BRITAIN

1895 UNITED STATES

CITIES WITH SCHOOL LUNCHES



LEFT: Beginnings of the program.
ABOVE: White dots are cities with school lunches in 1912. RIGHT: One city in 1895; three in 1905, 16 in 1910, 40 in 1912 had lunch programs.

usually operated by parent groups such as the P.T.A., formerly Mothers' Congress. One program in Colorado was started by the members of a volunteer fire department.

Is the manager training program something new? The second point of interest in early lunch operations is the appointment as manager of a trained person *on the teaching payroll* and the use of the operation for *training purposes*. Rochester, N.Y., has the unique distinction of having opened its first lunchroom in 1903 under a teacher appointed by the board of education; her salary as manager was carried on the teaching payroll. In addition to providing food service, the lunchroom served as a place for pupil training in certain aspects of lunchroom management.

The same philosophy of operation was established in 1912 in Hawaii. The first territorial school cafeteria was operated by a home economics teacher, who combined it with a training program at the normal school.

The Women's Educational & Industrial Union of Boston was one of the earliest organizations to train women to operate school lunches in other localities. From 1916 to 1926 students from 31 states went to Boston for the training and returned to their home localities to use it. In 1913 Alice Boughton taught the first course in school feeding at Teachers College, Columbia University.

How many children participate in the program? School feeding has always had as its purpose the improvement of the health and well-being of school children. This can be attained through several means, but at least

two are essential in the school, *i.e.* the service of adequate and palatable meals to all children who remain at school during the noon hour and education in food habits that will lead to good health.

As the science of nutrition has increased our knowledge of the importance of good food for growing children, programs have increased in number and improved in quality. But the record leaves much to be desired. Using the report of the National School Lunch Program as the best available accurate figures, we find that the participation by children increased from 5 million in 1947 to 9 million in 1954. Percentage participation, however, has not changed appreciably

in the last three years. In 1952, 32.1 per cent of total enrollment in elementary and secondary schools participated; in 1953, 33 per cent; in 1954, 32.7 per cent. Two areas in the United States and the territories show increased participation in 1954; three U.S. areas show a decrease. Some improvement has been shown, however, as the percentages of the foregoing figures representing complete meals with and without milk were 75, 76 and 80 per cent in 1952, 1953 and 1954 respectively.

Are improvements taking place in nutritional status and food habits? Surveys indicate that maximum nutritive standards for school meals are

Women employees in the Boston central kitchen in the early 1900's prepared baked goods and sandwiches to be sent in baskets to the various schools. A can of milk (in foreground) accompanied each basket.





ABOVE: These women prepared school lunches of soup, fruit and sandwiches in St. Louis in 1906. Soup was cooked in the large kettles. Milk was served to children in cups. LEFT: Equipment in this St. Louis lunchroom in the early 1900's included a slicer and an open-top "grease-catcher" gas range. Note the portable cart in the background.

not being met in many programs, because of lack of knowledge by managers, poor management, or failure by the children to eat the food prepared for their school lunches.

Results of surveys showing poor nutritional status and dietary habits of school children have been published frequently for many years. It is no longer a matter of professional interest only. A famous public opinion pollster announced recently that the most serious defect in our national nutrition is the fact that 56 per cent of teen-age girls eat either no breakfast or a poor one. This is frequently followed, according to other reports, by inadequate meals at school and at home.

The diet of teen-age girls is important to them as individuals, and to the school, as it affects their health, attendance and scholastic achievement, but it affects the community and its future citizens as well. In 1951, 18 per cent of girls between 15 and 19

years were or had been married, and this figure may be higher today. In 1953, 10 per cent of all infants were born to mothers under 20 years of age and 30 per cent to mothers between the ages of 20 and 24 years. The health of infants is directly related to their prenatal nutrition; this has been demonstrated by evidence of gross deformities as well as by less obvious types of injury as a result of faulty nutrition. Many of our teenaged girls and young women are ill equipped to meet the high nutritional requirements of the reproductive years and this in spite of a school lunch program that has had as one of its goals the establishment of good food habits.

We evidently have not succeeded in this goal for a large percentage of children, boys as well as girls, although dietary studies of school children show food consumption of boys to be better nutritionally in some respects than that of girls. Physical examination

of boys just out of school entering armed services show defects directly related to poor nutrition. The press recently carried the statement of the dental director of one of the services that boys were entering the service with more dental conditions requiring treatment than ever before; there is reason to believe that the structure and health of the teeth and the environment of the mouth may involve the physical and nutritive nature of what we eat.

In connection with surveys of dietary practices in schools it must be admitted that the food habits of teachers are sometimes found to be poorer than those of students!

How close is the integration of school lunch and educational program? The present school lunch situation seems, therefore, to be that it is inadequate in scope, since only one-third of our children eat a school lunch,* and only 80 per cent of that third consume a meal that approximates one-third of the daily nutritive requirement. The school lunch also seems to be functioning less effectively than should be expected in an educational system. (*Cont. on Page 98*)

*This figure should be increased by those from schools not participating in the National School Lunch Program.

DR. MCBURNEY: WE ARE TALKING here today about a very vital question: Can we keep our schools free? A question of this sort suggests that there is some danger that they might not be free, that there are certain threats to their freedom. Dean Melby, what does keeping our schools free mean anyway?

DEAN MELBY: In America the essential element of our social outlook is freedom for the human spirit. We provided public schools in this country to make sure that the child's education would not be dependent upon the accidental factors of the child's parents, economic status, religion or geographical location. We wanted to make sure that every child had the chance to make the most of himself, to become all that he was capable of becoming. Now, no individual can become all that he is capable of becoming if he isn't free to be himself. Therefore, freedom of the school is an absolute essential to carrying out the basic and traditional American idea of education for all.

DR. MCBURNEY: Do you gentlemen have anything to add to that?

DR. PARK: Certainly the task that has been imposed upon the school in the past has been that the school is to provide an enlightened citizenry. The school has been called upon to attempt to create national unity. We have had a large number of immigrants coming to this country. The school has had to assume part of the responsibility of the American melting pot, and certainly the advancement of equality of opportunity, understanding and respect for human beings has been a responsibility of the school.

Too much interference!

DR. ROGERS: The elementary schools today have a very crowded curriculum. It's been worked out by experts who have taken into their counsel the people of the community.

Now there are groups and individuals with worthy causes behind them that would have us insert into the curriculum or activities of the school things that, as responsible school administrators, we are not anxious to have. Yet because these persons represent such worthy causes, it's hard sometimes to say No. I should like to suggest that we speak of freedom from *interference* with the educational program in the schools.

DR. MCBURNEY: What are some of these intrusions?

Some reasons for asking:

Are Our Schools Really Free?

Discussion sponsored by the Northwestern Reviewing Stand

DR. ROGERS: There are two types. In one type an individual or group, often a civic group, wants to emphasize some activity, almost invariably a worthy one, that it thinks the schools are not sufficiently emphasizing. It may be safety or certain matters of health or patriotism. Then there is another type of individual or group that wants to use the compact organization of the schools to promote a project in which it is interested, maybe to collect money or to sell something to pupils or parents or to advertise something. Remember, I am still referring respectfully to these because they are worthy projects, but often they are only indirectly related to the educational program.

DR. MCBURNEY: Do you get this kind of intrusion in the New York schools?

DR. MELBY: Oh, yes. These organizations that want to use the schools are all over the country.

DR. MCBURNEY: Do you question the motives of these people?

DR. MELBY: In many cases their motives are very good. In fact, the causes represented are good but, as Don Rogers points out, if the schools were to accede to all of these requests, there would be little time left for the regular program of the school.

DR. ROGERS: I sometimes say—when they press me on it—well, what should we cut out, arithmetic?

DR. MCBURNEY: Why don't you just say No to these people?

DR. MELBY: We can't say No to all of them for the simple reason that some of them, at least, represent agencies and educational activities with which we want to cooperate because they help us to do some of the things we want to do anyway. That is one reason.

DR. PARK: On what basis do you try to make your decisions?

DR. ROGERS: I can almost give a success formula for that. Prior to 1948, we had 10 annual collections in our schools. We have about 300,000 pupils in the elementary schools and some 14,000 teachers, and 10 collections represented about half a million dollars out of the pupils' pockets.

DR. MCBURNEY: Out of whose pockets?

DR. ROGERS: Well, the parents'. That is a good question because the parents finally were the ones that almost revolted, writing letters to the newspapers, and writing letters to us. They said, for example, that if they tried to stop their own children sometimes from taking 50 cents to the teacher, some—

DR. MCBURNEY: Sure, the youngsters have to do it, the social pressure!

DR. ROGERS: They sometimes said the child actually stole the money so he wouldn't be a kind of an outcast. He was pressured at the child level.

Afraid of social studies?

DR. MELBY: But the pressure, Mr. Chairman, is not only to bring certain things into the curriculum. There is also a pressure to keep certain things out. There are groups, for instance, that don't want us to talk about the United Nations or UNESCO. There are people who go so far as to object to the word "social studies" because they think that this is in some mysterious way related to socialism. People of this kind create a temper of fear in the community.

They want to censor the books. For example, in my home community of Scarsdale we have had a considerable battle over this matter over a period

Participants in this panel discussion are ERNEST O. MELBY, dean, school of education, New York University; JOE PARK, professor of education, Northwestern University, Evanston, Ill.; DON C. ROGERS, assistant superintendent in charge of elementary education, Chicago public schools. The moderator is JAMES McBURNEY, dean, school of speech, Northwestern University.

of many years. It's true that the school authorities have stood up in splendid fashion and that citizens have come to the support of the teachers. Nevertheless, there has been a good deal of fear and confusion as a result. And our schools, our teachers, have not, I think, felt as free as they have felt in previous periods.

DR. PARK: Would you say those who would limit the schools' right to deal with some of these controversial issues are failing to see that it's very difficult, first of all, to avoid controversial issues? Most any subject one could think of is controversial in certain respects. Furthermore, the right to discuss controversial issues in public and private institutions has been part of our American heritage. Furthermore, our schools with the responsibilities that they have to provide our citizens with the skills and understanding necessary to make intelligent decisions in areas of political, economic and social questions just cannot avoid getting into issues that are critical.

Is subversion encouraged?

DR. MELBY: You are right. The difficulty is that many of these people, perhaps with good motives, are afraid of subversion, but they don't realize that one of the most effective forms of subversion is ignorance of the issues. They fail to see that we are in difficulty in many cases because we have not given boys and girls and men and women a real understanding of the issues that are involved in subversion. Now, nobody is as subject to propaganda as the person who has been educated by propaganda. The best way to make a person immune to the wrong kind of propaganda is to give him an education that emphasizes both

sides and that teaches him to think his way through the issues.

DR. MCBURNEY: Let me try to give the other side as some people, I think, see it. Might you not avoid inflammatory questions that are red hot controversial issues? I grant that this word "controversial" is a relative thing, but might not a teacher be well advised not to drag in inflammatory issues by the heels and then pose as a martyr when someone objects to that kind of discussion?

DR. ROGERS: At the elementary school level we don't run into the problem of controversial issues very much. You are talking more about secondary schools and higher education where they get more independent in their thinking.

DR. MCBURNEY: There is another aspect of this I wanted to inquire about—this word "propaganda" that you introduced, Dean Melby. I think we would want to keep the schools free of propaganda from any source, but when you are dealing with a controversial issue with youngsters isn't it exceedingly difficult to avoid controversy? How can you conduct discussion in ways that will stimulate critical thinking, to avoid propaganda?

DR. MELBY: You can't avoid controversy, but you can avoid propaganda. Controversy is an expressed difference of opinion, but propaganda is an effort to sway people in a particular direction and perhaps simultaneously to keep these people from seeing the other side of the argument.

Now, if we are really concerned with education, we can't avoid controversial issues because our boys and girls will have to deal with controversial issues when they take their places in our society. There are many different ways of dealing with con-

troversy. For example, if we deal with differences of opinion in such a way that we show a lack of respect for a person who holds an opinion opposite to our own, then we are teaching the boys and girls the wrong kind of attitude. In many cases when teachers get into difficulty, it is not the fact that they are dealing with the controversial issues that gets them into trouble, but it is the fact that they deal with the controversial issues without the proper respect for the personalities of the people who may have differing opinions.

DR. PARK: That is true. We must make due allowance for the varying ability and maturity of the pupils with whom we are dealing. One could ignore controversial issues. But that is, it seems to me, an unwise procedure.

Are teachers afraid?

DR. ROGERS: On the other hand, one of the risks in being a public school teacher is that there is a misunderstanding of what she is trying to do. I could cite many cases that have come up within the past few years where a teacher is trying to help a class develop some concept, particularly in the social studies, and some child will get distorted view of what he thinks the teacher said. He mentions it at home. The parent is indignant. Maybe he talks to the pastor or to a fraternal organization. The first thing you know somebody is coming to the superintendent of schools with the distorted charge that this teacher is opposed to people of a certain nationality or a certain religious belief or something of that kind until I wouldn't be surprised that you would find many teachers dodging the controversial issues.

DR. MELBY: This leads right into another issue. I don't think we can keep our schools free unless we can involve the parents and the people of our communities in the task of keeping them free. As a matter of fact, the difficulties that schools have faced all over the country in the last 10 years have come about in large measure because people no longer have the contacts with the schools that they used to have.

I attended a rural school in Minnesota. The teacher boarded around from place to place in the community. Nobody in that community would have said that teacher was subversive. They knew her personally. Now, in many

cases the parents do not have these contacts, and I believe that we have got to get more parents into our schools. We must have more parents participating, more citizens participating, in education. If we had more people who have lived through the process of education in our schools and who have helped us to deal with these controversial issues, they would be there to defend us when we are attacked because they themselves would have shared in the process. I believe the key to the whole problem of keeping our schools free is more widespread community participation.

Spanked for a letter!

DR. ROGERS: That makes me think of the need for what we call "communication" between teachers and parents or between school and community. You might be interested in an experiment we are conducting in Chicago this semester. Instead of issuing the standard, traditional report card four times during a semester, we have given the principals and teachers the opportunity of eliminating the report card except for the final card, which is kept for the records, and substituting in its stead either anecdotal letters to the parents or interviews.

In a great city like Chicago there are some parents who cannot read or write, and when they got a letter from the school about their child their immediate reaction was: Johnny is in trouble. Do you know, we had two cases, in two different schools, where the parents spanked the child for bringing home such a letter? My point on that is, even these illiterate parents have a pretty high regard for the school and the teachers.

DR. MCBURNEY: By and large, I think that is true. I should like to introduce a third invasion here, or what some people think is an invasion of the freedom of the schools. It's an issue that we face here in Illinois. We have before our state legislature the so-called Broyles bills, which would require teachers to take loyalty oaths. Now, such legislation, as I understand it, has arisen in a good many states out of sort of a fear that has gripped the American people. They want to be certain their schools are sound, so they are going to compel their teachers to take these loyalty oaths. Do you regard, Dean Melby, an oath of that kind as an invasion of the freedom of the schools?

DR. MELBY: I don't object particularly to taking the oath. I have taken it several times, in New York and in other places. My objection to it is the idea of singling out the teacher among all the various persons in our community as one who should be required to take an oath. In that singling out process, it seems that her loyalty is impugned or questioned. I question the loyalty oath myself on another ground, namely, that it has no effectiveness. Communists will not hesitate to take the oath. They will swear falsely and feel proud of their act in the process. People who are loyal will not be made any more loyal by taking this oath. The mere fact that it hangs over people and that teachers are thus singled out has the effect of introducing an element of fear and insecurity into the educational situation, and this militates against making the school a free forum in the realm of ideas.

DR. MCBURNEY: Do you share that view?

DR. PARK: I certainly share that view. Not only have there been loyalty oaths required, but I believe in Oklahoma a law was passed whereby teachers were denied the right even to a fair hearing on whether they were members of a subversive organization. Perhaps the most ridiculous legal restriction that I have encountered was the one proposed in Alabama, that all books used in the school have a loyalty check made of the author of the book, plus the author of all the references cited in the book. This is going far beyond the loyalty oath.

Do oaths prove loyalty?

DR. MCBURNEY: Do you have an opinion on this, Dr. Rogers?

DR. ROGERS: I question the necessity for a loyalty oath on the part of teachers, and here is my reason. Every one of our teachers of Chicago takes 200 loyalty oaths a year. Our school board rules require that every morning we start the day with the teacher and the children standing to give the Pledge of Allegiance to the Flag of the United States of America. They put their hand over their heart and stand in the presence of the flag. I don't think we need anything beyond that.

DR. PARK: There seems to be a feeling on the part of those who are most anxious to have loyalty oaths demanded of teachers that the mere

repeating of a number of words leads to desired action. Those of us who have been in teaching realize that it is entirely possible for a student—or a teacher, for that matter—to repeat verbatim any number of desirable sets of moral principles and not necessarily abide by any of them.

For free enterprise!

DR. MCBURNEY: What distresses me is the apparent distrust of the schools and of public education and of the teachers that exists in certain limited areas. I think they are fairly limited areas. I came up through the schools as a lad who was tremendously interested in social issues. I was a high school debater. We debated all sorts of controversial questions years ago. This recent distrust that seems to have developed, this fear, I find difficult to understand. How do you explain it?

DR. MELBY: I think in the period since the second World War we have become frightened, and in our fear we have become afraid even to adhere to our traditional practices of freedom. We aren't sure, or perhaps I should say some people are not sure, that it is safe for the schools to be free. They think there are some ideas that shouldn't be discussed. Some people don't want the press to be free. Some people don't want the radio and the television to be free. These invasions of our freedom are on many fronts, and I would like to add to this discussion a somewhat different slant, namely, that we in America have become great on the productive front because we have released the creative talents of our people to a greater extent perhaps than any other people on earth.

The idea of free enterprise and of the free play of intelligence that made us great on the productive front can make us equally great on the intellectual front and on the moral and spiritual front. Free enterprise in ideas is just as important as free enterprise on the economic front. It is equally true that we will not have free enterprise on the economic front long after we have lost it on the moral and spiritual front.

DR. MCBURNEY: That is it, gentlemen!

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The Art of Interviewing Teachers

An exchange of attitudes is essential
Placement offices can help
Keep the interview informal and friendly
Develop good techniques of discussion

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THE interview is not an infallible instrument, but we dare not omit it and should not neglect it when we select personnel. As yet, we have not developed instruments for measuring personal qualifications that can take its place. In a brief employment interview, often only one-half hour or less, impressions of personality are given that make or break an applicant and guide the employer in selecting a well qualified or poorly qualified person.

Some employing officials are awkward and inept at interviewing, ask the wrong questions, or too many, or too few, and do little or nothing to put the applicant at ease. Some applicants and employers under temporary stress are unable to show themselves as they usually are. However, when the interview is well done and is used along with certain diagnostic measures, it is generally considered to be the most important method in personnel selection.

STUDY METHODS

If we assume that the interview is basic, if not virtually indispensable, then an interviewer ought to study interviewing methods and to review constantly his own technics in order to strengthen the reliability and validity of his judgments. How well does our judgment about an applicant agree with the judgments of others? To what extent do our predictions agree with an applicant's success after he has been employed?

The question that must be uppermost in an employer's mind during an employment interview is: Does this individual have the qualifications with respect to job requirements, and how does his personality compare with the job personality? The questions that must be uppermost in an applicant's mind during, and even prior to, an interview are: (1) What personal data about me is the hiring official seeking? (2) What qualifications do I possess for this specific position? These are key questions in any interview.

One must keep in mind that the most important key on the ring of interviewing principles is that there must be an *exchange of attitudes*. Unless interviewing conditions are favorable to a purposeful exchange of meanings, the interview is almost sure to fail. In an interviewing situation both parties really are assessors. Each person, employer or applicant, is assessing the other with respect to what he has to offer, and assessments cannot be made unless attitudes are expressed.

Alertness is important. Not only do spoken words contribute to a purposeful exchange of meanings but also other means of face-to-face communication, such as inflection and quality of voice, facial expressions, gestures and general behavior. It is logical to think of a person's personality as being the sum total of all the impressions he makes on persons with whom he comes in contact. To list

all of the manifold details of act and behavior patterns about interviewees and interviewers would be impossible. Even the most expert interrogator could not give them all. However, a recent investigation of mine revealed several facts about behavior and some clues to attitudes of teachers concerning employment interviews.

Interviewing should not be based upon a spur-of-the-moment decision. Careful planning should precede the actual interviewing process. Several important steps should be taken before interviews begin, because the roots of a good interview extend far out.

SAVE TIME

Many school officials do not take full advantage of services available to them through teacher placement offices. Such offices usually offer them their best source of supply of educational personnel. If a school official uses foresight and discrimination in cultivating such sources, a great deal of time can be saved because well operated teacher placement offices can do considerable preliminary screening of candidates for him. This makes it possible for him to concentrate on specifics during the allotted interviewing time. Furthermore, teacher placement offices are glad to assist and advise school officials with respect to preliminary planning and preparation for interviewing.

The importance of job analysis applies to teaching as well as to any

other vocation. A program of job analysis is essential to valid interviewing. A school administrator must know the specifications for positions to be filled before he can properly list them with available sources of personnel, and placement officers must have detailed specifications if they are to do an intelligent job of preliminary screening.

Furthermore, an administrator cannot direct an interview into proper channels for maximum attitudinal reaction unless he is familiar with the specifics necessary to do the task. For example, if the position to be filled is that of a vocal music teacher, he should have enough knowledge of music so that he can judge the applicant's qualifications, and, in turn, leave with the applicant the impression that he is capable of administering all phases of an educational program, including music.

Vacancies should be listed continuously. Placement officers should be kept up to date. A good practice is to forward to placement officers, once or twice each month, a relisting indicating positions filled, positions still vacant, any changes in subject combinations or grade levels, and new vacancies. This should be done until all positions have been filled because new applicants are constantly registering with offices of teacher placement and others change their geographical preferences.

SCHEDULING INTERVIEWS

Another important step prior to interviewing is scheduling interviews. The total time allotted must be directly proportional to the number of vacancies to be filled. The selection of well qualified personnel cannot be crowded into an overloaded schedule of other school business. If a school administrator has an appointment with an architect or a building contractor in the city in which the placement office is located, it is far better for him to arrange another day to interview candidates for positions. In most instances, two or three candidates are suggested for each vacancy, because placement officers do not believe they are capable of selecting the exact person for each position listed. Of course, a placement officer can't be as familiar with a given school situation as the local administrator is.

Each interview should be opened informally, yet with proper restraint. The keystone to the success of an



Don't schedule interviews before the big game just because you're on campus.

interview lies in making the applicant feel at ease immediately. Friendliness on the part of administrators and clerical staffs cannot be overemphasized. There should be an "easy smile," a friendly atmosphere. Laughter, light joking, and casual talk are not out of order. In fact, candidates like it when there is informality and chatter about various things before they begin talking about themselves and the position; obviously, this informality should not be carried to extremes. Too much joking and facetiousness could cause the candidate to question the sincerity and competence of the administrator; on the other hand, a cold, clammy, "What are you here for?" approach will cause the candidate to "freeze up," and the interview is almost sure to fail. In other words, the interview should be kept informal, but it should also be sufficiently businesslike to accomplish the purpose at hand.

To be off the subject for the entire interview is unproductive for both parties.

When the interview takes place in the superintendent's office, such opening actions as not asking the candidate

to be seated, reading the morning mail or signing letters while the candidate sits and twiddles his thumbs, and giving an impression of lack of interest in the applicant are inexcusable and do not lend strength to rapport or a lasting good impression. Yet such things have actually happened. The main purpose of a good opening is to establish rapport, and the productivity of the interview depends upon it.

OPENING STEPS

Some sound opening steps can be taken. One important initial step is the matter of introductions. If introductions are made awkwardly and improperly, strained relationships are likely to develop immediately. Each introduction should receive careful attention and be made in a polite, informative, friendly manner. An office secretary plays an important rôle in this respect. Candidates resent having to introduce themselves and are definitely ill at ease if there are no introductions whatsoever. Names should be given distinctly and audibly. Good manners should be practiced by both parties, for they have never lost

anyone a good employee or a good position.

Another sound opening step is for the administrator to familiarize himself with the full content of each candidate's application papers. Then he has a basis for developing his questions. Also, such information gives him a general knowledge of the candidate, and he will know where he needs to ask for more information.

EFFECTIVE APPROACH

One approach that is also effective in starting an interview is for the administrator, after making the candidate feel at ease, to review the position and describe the school district and community. This approach makes a good launching platform and a needed one because candidates have frequently reported that information about positions is inadequate. For example, they would like to know about the salary schedule, yet many hesitate to ask about it. They want to know what classes, grade levels, or subjects are to be taught and what would be expected of them with respect to extracurricular activities. They are particularly interested in housing conditions and community mores. If the administrator has made a good job analysis of the position

to be filled, it is unnecessary for the applicant to "pump" him for information.

It is the task of the interviewer to launch and pace the interview. Too many candidates for teaching positions have reported that the burden of the interview rested with them and not with the school administrator. This does not imply that an interviewer should do all the talking from the beginning to the end of the interview. Many school administrators, because of their zealous desire to fill their vacancies, dominate an interview with their salesmanship technic and chamber of commerce tactics. If an interview is dominated, it is one sided. The candidate may obtain either a favorable or an adverse impression about the administrator and the school district, but the administrator learns nothing about the candidate's personality or qualifications.

In other words, an administrator must keep in mind that once he has established rapport, it is his responsibility to maintain it. Rapport is delicate and elusive. It is not a matter of reaching a certain state of affairs; it must be obtained, developed and continuously nurtured from the introduction to the closing farewell. The interviewer should strive to have each

applicant depart with the impression expressed by one teacher: "I felt like a *true candidate* for the position and not No. 16 on a list of candidates to be interviewed," rather than the impression of another who remarked: "The strongest spot of the entire interview was the chair in which I was sitting."

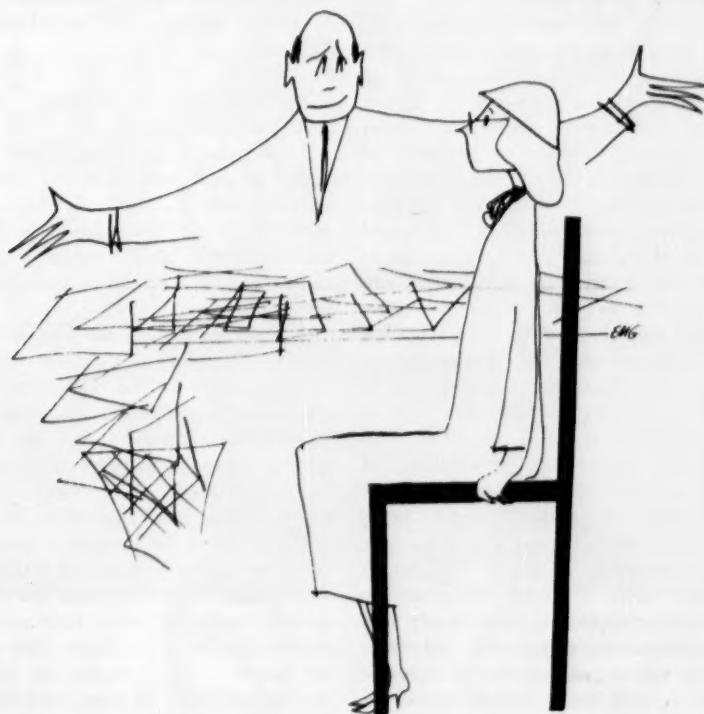
Applicants have mentioned certain factors that they believe weaken rapport. The shock method used by some administrators is one. Although such methods may soothe the egos of the administrators they do not result in good rapport. Neither does a belligerent attitude or the use of questions with the intent to intimidate gain desirable results.

NEGATIVE FACTORS

Other negative factors are: (1) rigid formality, coolness and a stiffness on the part of the administrator; e.g. one applicant stated, "It seemed to me the interviewer was waiting for me to slip so that he could check me off his list"; (2) no eye-to-eye contact, e.g. administrator gazing out of a window or at the wall during the interview; (3) a sophisticated tone in voice or manner; (4) contradictions by the administrator of many answers given by the candidate, and (5) if there is more than one interviewer, the tendency of one to put on airs in order to steal the interview from the others.

The development of good technics of discussion is exceedingly important. Both parties should strive to be frank; however, an applicant will be frank only when he believes the administrator is straightforward, honest and frank. He expects his point of view to be respected and appreciated, and he will not resent questions if they are relevant and not impertinent. A candidate will give correct answers if the information requested has a bearing on the situation involved, has a rightful place, and is appropriately timed. A basic component of frankness is veracity and fair representation of facts about the position, facilities and community. Disadvantages of a position should be given as well as advantages.

During the course of the discussion, special care should be taken not to give an applicant the impression that he is being psychoanalyzed. Such attempts have been made by pseudo-psychanalytic administrators, and they are emphatically resented by candi-



"The strongest spot of the entire interview was the chair in which I was sitting."

dates who have been subjected to such treatment. Small wonder.

The master key to the art of interviewing is the phrasing and relevance of questions. Unless the questions reveal what the interviewer wants to know, the applicant is going to gain little knowledge about the position; conversely, if the applicant is unable to answer or gives incorrect answers to questions because of misunderstanding their intent, the interviewer learns little about the applicant. If the interviewer desires maximum accuracy in replies to his questions, he must study, practice and evaluate his technics of questioning until it becomes second nature with him to use them correctly and with proper timing. Groping for questions, vagueness and evasiveness give the impression to the applicant that the interviewer does not know what he is doing. There must be a strong bond of intercommunication and reciprocity to the satisfaction of all persons present.

A good summarizing statement was given by one applicant who said, "We talked easily and informally. When I was through I felt satisfied that I would know what I was getting and that the representatives of the school district would also know what they were getting."

NO ABRUPT LINE

The interviewer should gradually start questioning the applicant about his qualifications for the position, beginning with easy, specific questions which the interviewer is sure the applicant can answer, then continuing with a slow, probing approach into the applicant's philosophy, attitudes, training and experience. There should be no abrupt line between the informality at the beginning of an interview and the actual initiation of its basic elements. It should constantly be kept in mind that, if there is to be any determination of attitudes, there should be a free, untrammeled, unrestrained narrative style, with interrogation used only for learning details. Any interruptions must be for the purpose of obtaining additional facts, accentuating certain information revealed, returning the narration to its proper channel, or guiding it from one topic to the next.

A narrative style on the part of the applicant, however, depends upon the interviewer, and it is not possible for him to judge attitudes unless he

phrases his questions so that more than Yes or No answers are given. Furthermore, the interviewer must constantly guard against asking leading questions to which responses will be only echoes of his own attitudes. Applicants are prone to follow the lead of the interviewer either unwittingly or intentionally if they greatly desire the position.

NO THIRST FOR ARGUMENT

For example, assume the two are discussing a certain teaching method. One is outlined by the administrator who wishes to determine the applicant's attitude toward it. To ask the applicant, "Do you not think the teaching method I outlined is good?" is likely to elicit a favorable response even though the applicant does not think so. One may be sure that most applicants will not argue the point. They do not interview for the purpose of quenching an insatiable thirst for argument. The administrator is likely to obtain a more informative response if he asks, "What do you think of, or what is your point of view on, the teaching method I have outlined?" Other examples might be, "Did you see any similarity . . . ?" rather than, "Did you see the similarity . . . ?" Or, "Was there a difference . . . ?" rather than, "Was not there a difference . . . ?"

Finally, in respect to questioning, if there is to be intercommunication and reciprocity, there must be ample opportunity for applicants to qualify and explain their answers. This is particularly important because, in most cases, they are nervous and tense and need time to collect their thoughts and to express themselves. An applicant should feel free to talk and to ask the interviewer questions. There should be no feeling of pressure either with respect to time or to the importance of giving immediate, correct answers. An applicant should not be made to feel that if he blunders in answering a question he will have no further opportunity to explain. If an explanation is necessary for the purpose of clarification, the interviewer should request it in a friendly, understanding manner. Interviewers must make a special effort not to interrupt applicants unnecessarily with contradictory statements; otherwise they will not feel inclined to elaborate for fear of being misunderstood.

Concomitant with the phrasing and relevance of questions is the development

of good habits of observation. Often we are inclined to observe and hear only what we want to see and hear. In other words, our visual and auditory senses have been trained to function in light of our personal experiences and we fail to be objective. A geologist, a botanist, or a physician, for example, is trained to observe phenomena objectively in his own field. School administrators also must train themselves to observe objectively when they are assessing the qualifications of an applicant for a particular position.

Alertness on the part of the interviewer is exceedingly important in the development of good habits of observation, and certain rules govern it. An administrator should be free of emotional excitement when interviewing because such excitement has a profound effect upon observation. It is better not to arrange interviews the morning of the day of the Big Game because excitement is likely to make one impetuous or impulsive rather than reasonable, deliberate and objective. An administrator also should be free of fatigue because observations are more likely to be inaccurate when one is tired.

SPECIFIC DETAILS

Another important phase of a successful interview, and one that is frequently forgotten, is its closing. Too often the interview terminates with no clear understanding of what is the next thing to be done. An applicant wants specific details about any other steps he should take in furthering his application and information about the probable date of decision. When details are given, the administrator should make every effort to adhere to all commitments and dates.

An interview does not end when the applicant departs from the interviewing room. It ends only after the interviewer has adhered to his promises and followed through so that the applicant knows his status with respect to his application. School administrators devote a great deal of study to public relations and make a special effort to impress new and old teachers with its importance, yet they are frequently negligent when terminating relationships with candidates they do not employ. As a result, the poor impressions made on these candidates are a fester in the superintendent's public relations program.

SCHOOLHOUSE PLANNING

Corridors Merge With Classrooms

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Getting Buildings Completed on Schedule

Page 75



In the Paul L. Best School, Ferndale, Mich., a pair of classrooms share facilities. The partition near the windows at left can be opened when more space is needed. Note dihedral angle formed by the fixed area in the middle of the partition. The swinging partitions at each end of this area can break the room into work areas.

In this "most economical" school

Corridors Merge With Classrooms

ROY E. ROBINSON

Superintendent of Schools, Ferndale, Mich.

IN EDUCATION, as in folklore, "one good thing leads to another." This is illustrated in the construction of the Paul L. Best School at Ferndale, Mich. This school was designed to be the "non-identical" twin of the Andrew Jackson School (The NATION'S SCHOOLS, August 1953), where corridor and room areas were merged in some classrooms and entirely integrated in one four-classroom wing.

The genealogy of the Paul L. Best School, architecturally and educationally speaking, can be traced back locally for only the last five years. Its heritage began with a citizens committee whose members worked with school officials and architects on gen-

eral plans for the Andrew Jackson School to serve children in a rapidly growing residential area. Such things as "functional areas," "space effects," and "homelike atmosphere" were a part of the architectural shop talk of that citizens committee.

An expanded citizens committee, with board of education support, identified some major characteristics they hoped would earmark their school's program—ideas that had been strongly held but not too well expressed while they helped plan Jackson school. At this stage, citizens' "educational talk" smacked of such phrases as "best available methods," "learning experiences," "new-type learning aids," "creative expression,"

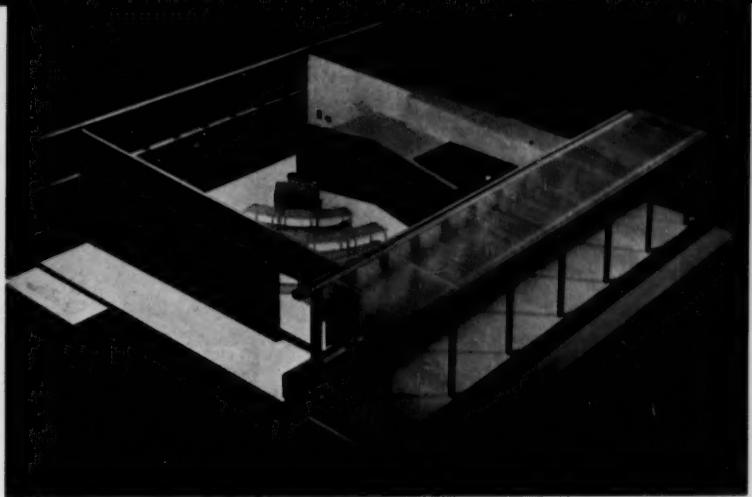
"utilizing interest," "feelings of security," "sense of belonging," "teacher-parent conferences," "trips, hobby groups, child organizations," and "close relationships between home and school."

It was understandable that by the time the Jackson school opened in 1950 a high concern as to how well it would function had developed on the part of parents and other citizens. The close involvement of parents, pupils and teachers in the school program—continuously characteristic of the Jackson school ever since—had formed a dynamic base for cautious experimentation: in this case, the use of corridor space for classroom functioning. During three years' successive additions to complete Jackson school, each step of incorporating corridors into classrooms was tested.

The dihedral angle formed by the tackboard-chalkboard wall of this classroom (left background) provides an area where separate groups can work.



A model of a classroom in the Paul L. Best Elementary school shows the dihedral angles of the wall partitions.



When an additional school—later named the Paul L. Best—was being planned for the still rapidly growing community, many of the Jackson committee's feelings of satisfaction were projected into the planning of the new school. A sizable committee responded from the about 1200 families in the community, each of which had received an invitation to help the architect and school officials plan the new building. The committee's initial look at the "no-corridor" classroom roughly sketched by the architect was a favorable one. Block meetings were held to get others to examine further the proposed classroom layout. Suggestions for improvement and changes were collected and discussed with the architect at later committee meetings. Gradually the final classroom form emerged. The mixture of architec-

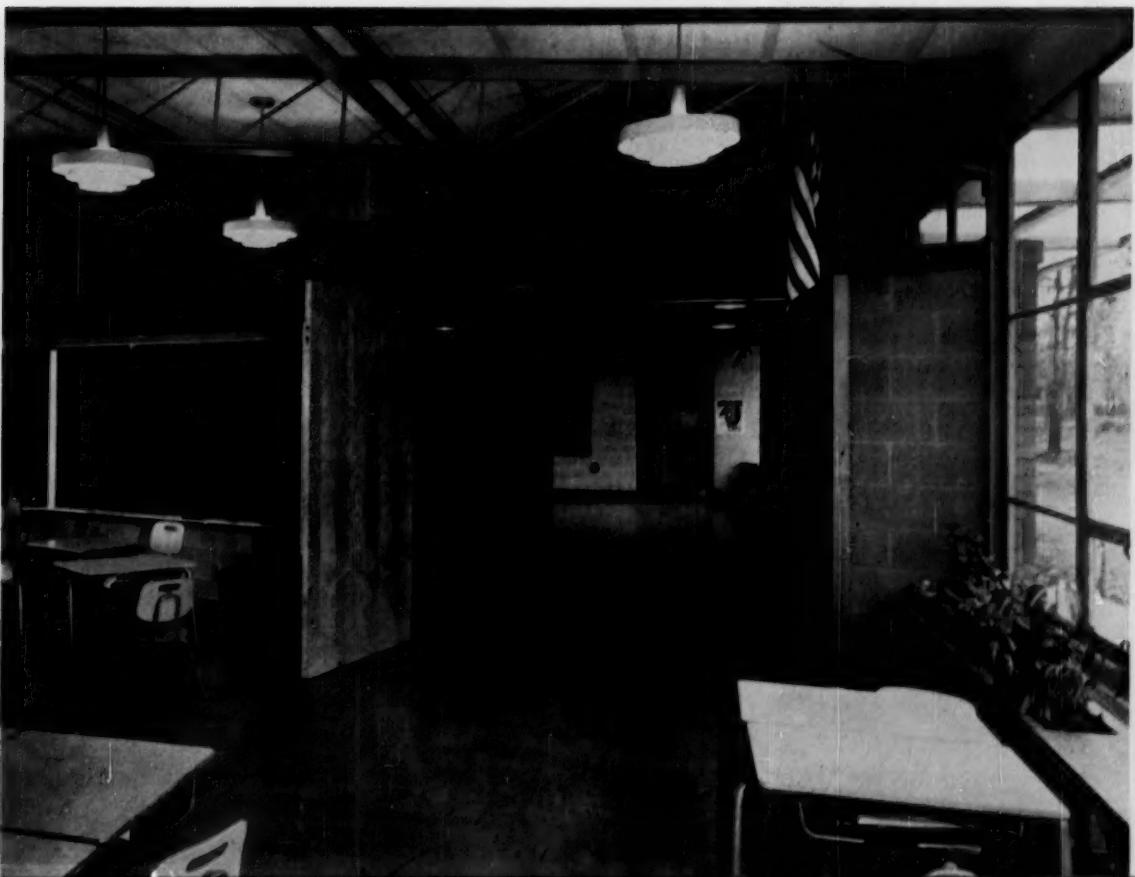
tural and educational shop talk in the committee carried some noticeable overtones—"functional," "homelike," "open" and "less expensive." The more-for-your-money idea appealed to everyone, even those less concerned about the "no-corridor's" educational meaning. And when the bids were let, the Paul L. Best School did prove the most economical* yet

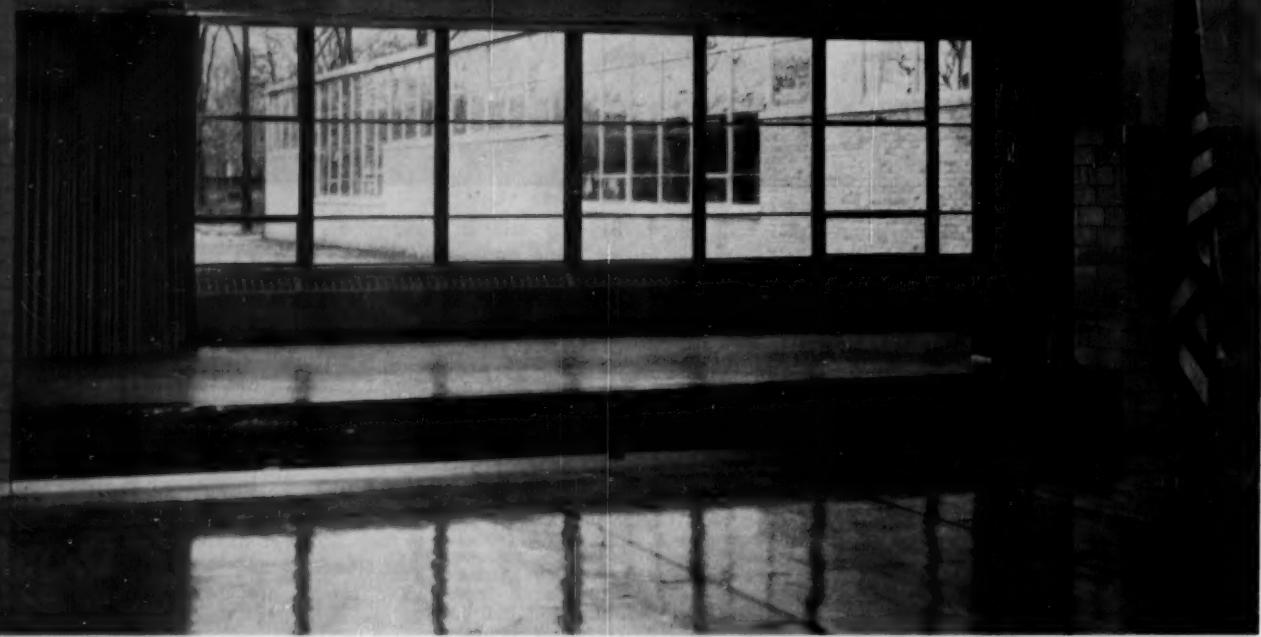
*In the Best school 64 per cent of the interior space is classroom area. The remainder is corridor, toilets, storage, physical education area, and offices (boiler room not included). Similar percentages of classroom space in the other 10 Ferndale schools are: 55, 54, 52, 52, 49, 47, 45, 44, 42 and 37. The average for all Ferndale schools is 49.2 per cent.

constructed in the Ferndale school district.

As the Best building took shape last summer and became, like most new schools, the center of immediate-vicinity attention, observers soon discerned that here was "something different." While it was still in skeletal form with only a few classrooms roofed in, "sidewalk superintendents of construction" were heard remarking about "room," "space," "lightness of construction (the exposed girders)," "homeliness" and "airiness." Obvious comparisons were made with its near-twin, the Jackson school, only a bit over a quarter of a mile away.

This illustration shows the passageway at the extreme right of the photograph on the opposite page. There are swinging wings on each side of the partition. Expanded metal joists (across top) are decorated in gay colors, which makes them an attractive feature in the classroom.





ABOVE: From the multipurpose room one can see the corridor area, here with the cyclorama curtains partially drawn, which is used for a stage. When the curtains are fully drawn, there is enough space behind them for corridor traffic. BELOW: These children are using the stage with the cyclorama curtains fully drawn. The stage can be entered from either side.



"We like Best's larger classrooms," said some, before they were told each wing at Best was actually 6 feet narrower than the Jackson school's wings. A "higher ceilings" remark seemed to typify reactions to Best's clear-across roof span as compared with Jackson's clerestory. Before the building was completed, parents, architects and school officials knew that these reactions presaged ways this new building would enhance the good feelings of children soon to "live" their school days there, and the way it would facilitate their learning.

Last fall when more than 500 children, K to 7, moved into the Best school, the hoped-for effect of this type of school construction became more discernible. By then the generous use of colors had created a gay atmosphere with considerable variety from room to room, a variety later enhanced by child-made mobiles hung from the lace-like roof girders. One teacher remarked, "Why, even when empty, these classrooms are interesting and attractive."

Skeptical visitors have their initial doubts soon dispelled as they see children working in the homelike atmosphere of each classroom. Movable

seats and desks, a sink with a built-in drinking fountain, the toilets just around the partition—these make the classrooms pleasant. The generous tackboard areas, together with the open girders for suspending things, foster displays of pupils' productions.

The vertical setback of one partition's top before it reaches the ceiling, together with its incompleteness in reaching from wall to wall, minimize any "institutional" air. The obtuse dihedral angle midpoint of the same partition psychologically suggests the

spot for the classroom's major assembly area—the teacher's center, if there is one. And the teachers point out that the angle of the wall makes blackboard glare virtually an impossibility. The small work nook located in one corner is always a part of the classroom, yet at varying degrees apart from it, depending upon the position of the hinged partition. Even when the partition is closed it only half-walls off the work nook. A similar hinged partition at the other end of the angled wall of the classroom excludes or includes at will the entrance-cloakroom-toilet-corridor area. This area is shared with the room group next door.

A mutual awareness of two adjacent class group's activities seems always undisturbingly present. There are no major noise problems unless widely different activities occur at the same time in the two classrooms, such as an attempted rest period during a singing-dancing game next door. Consideration of each group for the other tends to develop naturally. Frequent cooperative ventures involving both groups grow out of this closeness in living.

As one of the teachers said, "The very construction of my classroom seems to imply 'freedom' to the chil-

dren and me, and yet we are aware of others, too."

This ever-present feeling of relatedness to others—classmates and the class group next door—seems to foster unconsciously this identification with other people. Pupils in a small group pencilling their arithmetic on one day—the remainder of the class was somewhere else—were singing with the music class next door much as they would absent-mindedly hum with the radio at home while doing their problems.

Individual pupil mobility in the classroom and in the building can be achieved under almost continuous supervision, for only in the corridor connecting the classroom wings is a pupil ever disrelated from some teacher or some class group. The "eye" of the school society is always viewing him. Teachers applaud the fact that in these classrooms parents and other visitors in walking through can hear as well as see what goes on in the room.

Teachers also applaud the more than usual space for casual storage. They like the large classrooms with their roughly squarish shape. As one put it, "There isn't any 'front' in these classrooms." Several have remarked about the outdoor-indoor feeling one

gets from the low silled, south windows shaded by the green-tinted fiberglass overhang. "It gives a good feeling of relationship to the outside world," they assert. "And for our next building like this," Best teachers say, "we would suggest even further study of trapping any cross-noise between rooms."

But then they hasten on to point out that although the building helps and fosters many good things, it still does not make the school what it is. They recognize that movable furniture can still be rigidly patterned in placement; that visitors who hear and see are not frequent where there are no strong home-school relationships; that even light cross-noises between rooms can be intolerable to the I-want-to-hear-a-pin-drop type of teacher; and that a child's conduct cannot be subtly controlled as he travels through other classrooms if he usually "marches" in a teacher shepherded group.

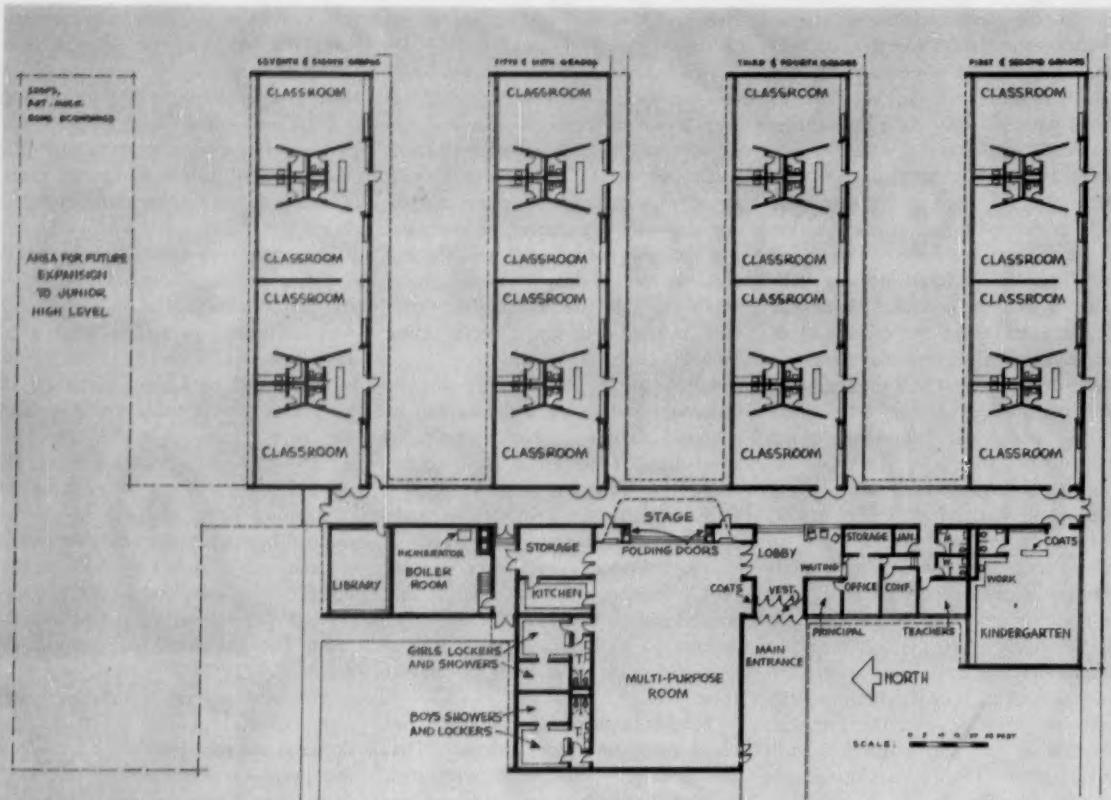
They know it takes staff spirit and cooperation, supported by home understanding and interest, to develop the program permitted by this kind of building construction. But as they try to develop it, they know the building helps—and helps a lot!

(Turn page for architect's article.)

The lobby of the Paul L. Best Elementary School, as seen from the main entrance doors. The interior corridor entrance to the classroom wing is in the background.

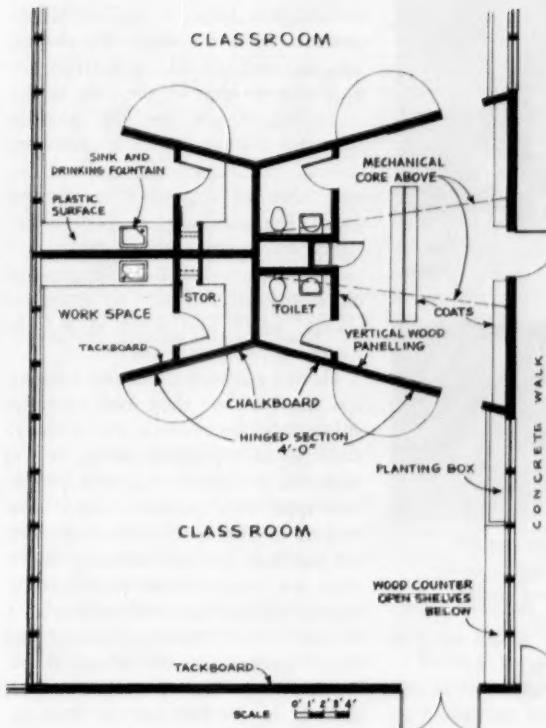
From the corridor one looks onto the space between classroom wings. On the ceiling is the track on which the cyclorama curtains travel to form the stage background.





ABOVE: This is a floor plan of the Paul L. Best Elementary School. Architects are Swanson Associates, Bloomfield Hills, Mich. **BELow:** The perspective shows the insulated plastic overhangs on the south side of the building. They prevent sun glare and protect the exterior walkways.





Plan of a classroom in the Best school.

**Maximum space, toilet
and coatroom facilities,
easy access to exterior and
good coordination**

Specifications for a Corridorless School

J. ROBERT F. SWANSON
Swanson Associates Inc., Architects
Bloomfield Hills, Mich.

SEVERAL years ago at a state educational conference, a group of us (school planners and administrators) were discussing the self-contained classroom and its possibilities for isolation as a unit, but related to function in the elementary school composite. How such a room functioned and how much contact with the remainder of the building was necessary was the question raised—in other words, was a corridor connection essential to its proper use?

Shortly thereafter we made a number of studies of combining the corridor into the classroom (which we called the Three C's classroom), and some of these studies were published in the July 1952 issue of *THE NATION'S SCHOOLS*. We were intrigued with the idea of exploring this possibility still farther, of giving a better architectural concept to it, as well as freeing up the rigidity of the early designs. After much discussion and trials with models, we finally developed a scheme which we produced in

finished model form for further study and analysis.

Ferndale, Mich., had had some earlier experience with the idea of combining corridor and classroom. Roy Robinson, superintendent of schools there, was eager to have a citizens committee discuss further this advanced idea with reference to a new school then under consideration. When the opportunity presented itself, we were given the Paul L. Best Elementary School to design, and after many meetings with the school board, building committees, and P.T.A. organizations, we evolved the plan which is here illustrated and which is now in operation.

ROOMS SHAPED AT ANGLES

Our specifications for this type of classroom were maximum space, toilet and coatroom facilities, easy access to the exterior, and good coordination with the school itself. To economize, we grouped two rooms together with a common exit and combined the

fresh air conditioning. This functioned best when fresh air was taken off the roof and air was exhausted from the toilets and coatroom area. We purposely shaped the room at angles, and with swinging partitions were able to break up the room space to allow for more flexible use in the pupil activities. With this irregular shape we were able to baffle sound so that it could be picked up on our acoustic panels, thus minimizing the sound carry from one classroom to the next. The wardrobe units were left flexible so that they could form additional baffles or screens and also provide the teacher with varying arrangements.

Planning the classroom wings this way, that is, combining the corridors with the classrooms, resulted in increasing the classroom area more than 20 per cent and in saving 10 per cent of the square foot cost of this area. With this room design we have increased the tackboard area considerably. The lighting is excellent, and the wings are placed sufficiently close



"Sidewalk superintendents," during the construction stage, kept remarking about the lightness of construction and general air of space and airiness. No doubt part of the feeling came from use of exposed girders.

so that in the wintertime the sun glare from the south is held to a minimum. The plastic overhangs on the south side screen out most of the direct sunlight and provide a covered shelter area during inclement weather. An entrance there provides access to the main part of the school. By placing the wings perpendicular to the main

traffic corridor of the school we provided good circulation.

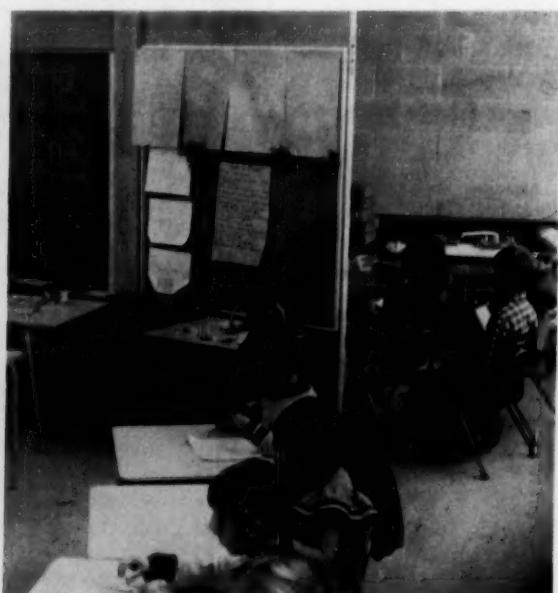
The school plan is arranged so that an additional wing can be located on the north if seventh and eighth grade classrooms are needed or if the present kindergarten to Grade 6 pupil load grows to the point that more classrooms are required. This presented

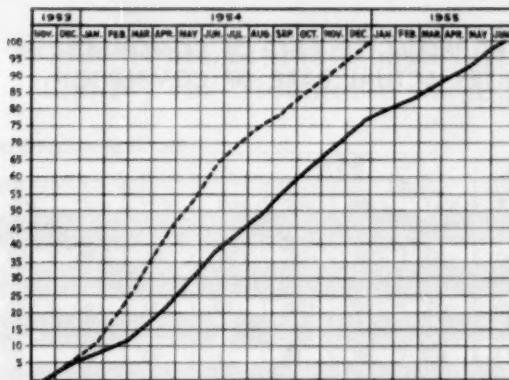
the problem of providing an oversized multipurpose room with locker room facilities. With the oversized multipurpose room, it was considered desirable to have a stage. By placing the stage end toward the corridor we were able to open up the vista to the court beyond and use the corridor space for a stage. With a cyclorama curtain, stored away in a closet, we were able to achieve a satisfactory stage. The multipurpose room is designed for community use also.

For further economy, we exposed the steel joists and used an acoustical ceiling, which also acted as a form for the gypsum slab roof.

Having achieved a compact economical structure, we then used considerable color. This gave the rooms variety and created a pleasing effect. It was particularly interesting to note that in this type of classroom design color seemed to play an even more important part than it would normally. While there are certain phases of the detailing and design that could be improved, we are pleased that the teacher and pupil reaction to the school is extremely favorable. Somehow a freedom is there which has not been experienced in the more usual type of classroom, and in spite of this the pupils are less disturbed by persons going by or through the rooms than they are in more traditional schools.

LEFT: A swinging partition can be opened to permit more circulation of air between rooms. A wardrobe is in the foreground. The grill in the ceiling (upper left) provides ventilation. Fresh air is taken in from the roof area instead of from lower areas, where dust might create a problem. **RIGHT:** The workshop area is in the right background.





Solid line shows when school was to have been completed, dotted line when it was completed. See chart, page 76.

FIVE new schools will be ready for occupancy at the beginning of the second semester. Two have been completed on schedule; construction of the other three has been finished six or seven months ahead of the scheduled completion date."

This statement by the assistant superintendent to the board of education of the Denver public schools was made possible, in part, by our system of construction controls.

There are at least four good reasons for getting buildings completed on schedule. Probably the most important of these is the public relations aspect. Parents are eager to know when school buildings will be completed so that their children will no longer need to be transported to distant schools. Accurate information can help the school staff members discuss such problems with the public.

Further, the personnel department of a school system needs to staff new school buildings with teachers, principals and other personnel, as well as to shift pupils from existing buildings. If these arrangements can be scheduled for a specific time, particularly at the beginning of a semester, much confusion and reorganization can be avoided.

In the third place, furniture and equipment must be purchased and ready for use when the building is occupied.

The fourth important reason for determining the exact occupancy schedule in advance is to inform the financial officer of the school district of the amounts of money needed at a particular time.

We have developed a system of controls to make certain that construction schedules are maintained. Basic

to this plan are three procedures, all of which were developed through the cooperation of architects, contractors and school staff members: (1) set a reasonable completion date; (2) maintain a record of progress during construction, and (3) maintain appropriate controls.

Setting the completion date. This is done as follows: After plans and specifications have been approved and the board of education calls for bids, contractors who have taken out plans in preparation for submitting bids are asked to advise a committee of the local contractors' association of their estimates of construction time for the project. The various estimates are reviewed by members of the committee who agree upon a reasonable construction time. After considering that recommendation, and adding the time required for moving into the completed building, the board of education sets the bid date and advises the potential bidders by addendum to the advertisement for bids.

Maintaining a record of progress. Step No. 2 is accomplished by means of the monthly progress report submitted monthly by each prime contractor. This report is a summary of the monthly requests for payments prepared by each contractor, checked by the architect, and submitted to the school district for payment.

Maintaining appropriate controls. The third aspect of solving the problem of completing schools on schedule, that of maintaining appropriate controls and records as construction progresses, is based upon the liquidated damage section of the contract. This

section is quoted here for reference and is, in general, self-explanatory.

"It is understood and agreed that completion of the entire project within the time stated in the advertisement for bids is a matter of vital necessity to the owner, that the owner will suffer substantial damages if the entire project is not completed within that time, and that it would not be possible to accurately determine the amount of such damages. In view of these facts the general contractor agrees to pay the owner liquidated damages in the sum of \$300 for each day, if any, which elapses between the date stated in the advertisement for bids as the date when the entire project must have been finally accepted, as extended by any extensions of time under the provisions of the general conditions of the contract, and the date when the entire project is finally accepted within the meaning of Article 55 of the general conditions of the contract. If the general contractor shall fail to pay such liquidated damages promptly upon demand therefor, the surety on his performance bond shall pay such damages. Also the owner may withhold all or any part of such liquidated damages from any payments due the general contractor."

Obviously, certain delays are unavoidable even though the contractor has planned effectively and carried on the work diligently. Since it is not the intent of the school district to penalize the conscientious contractor, conditions under which extension of time will be granted are specifically outlined. These include changes in the work ordered by the owner, strikes, lockouts, fire, unusual delay in transportation, or any other causes which are beyond control of the contractor.

Getting Buildings Completed on Schedule

GRAHAM R. MILLER

Assistant Superintendent for Business Services
Denver Public Schools

CHARLES E. ARMSTRONG Jr.

Director of Planning Services
Denver Public Schools

PROGRESS CHART

BLUE INDICATES PROJECTED RATE OF CONSTRUCTION
WHITE INDICATES ACTUAL RATE OF COMPLETION

ELEMENTS SCHEDULE OF VALUES	% OF TOTAL	1953			1954									
		NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV
1 BOND INSURANCE	2.50	100%	100	100	100	100	100	100	100	100	100	100	100	100
2 PRELIMINARY	.29	20	90	100	100	100	100	100	100	100	100	100	100	100
3 EXCAVATION	2.06		65	80	82	84	87	89	89	89	91	98	99	100
4 CONCRETE	27.66		537	2987	6280	7723	89	90	93	93	93	97	99	99
5 GYPSUM DECK	1.61						69	69	99	99	99	100	100	100
6 MASONRY WORK	12.24					6.39	40	63	88	98	99	99	100	100
7 GLAZED TILE	7.68					2.20	11	35	62	89	99	100	100	100
8 LIMESTONE	2.06						31	80	92	99	99	100	100	100
9 STRUCTURAL STL	8.46					16.96	82	96	96	98	99	100	100	100
10 MISC. STEEL	.48					11.00	24.85	30	32	32	32	34	34	50
11 ROOFING, ETC.	1.52					1.17	2.36	5	17	17	17	92	99	100
12 SHEET METAL	.87					291	10.00	13	15	15	53	60	80	90
13 STEEL WINDOWS	4.26							8	45	94	99	100	100	100
14 LATH & PLASTER	4.78							4	4	15	48	92	98	99
15 RESILIENT FLRS.	3.09													30
16 CERAMIC TILE	.77											60	100	100
17 TOILET PART.	.55													70
18 CARPENTRY & MW.	6.73							2	3	6	6	8	32	61
19 FINISH HDW.	2.05										1	2	21	48
20 METAL DOORS, ETC.	1.07							4	40	80	80	86	86	90
21 ACOUSTICAL	2.33											8	60	100
22 PAINTING	1.76											17	39	57
23 GLAZING	.39										71	71	93	93
24 AUDIT. SEATING	.53													0
25 LOCKERS	.03													100
26 MISC. EQUIPMENT	.92							33	33	33	33	39	42	70
27 KITCHEN EQUIP.	.95													94
28 ASPHALT PAVING	.97												100	100
29 SEWER	.49		100	100	100	100	100	100	100	100	100	100	100	100
TOTAL	100%	2.56	6.07	13.29	24.01	34.59	46.86	54.86	65.09	72.14	78.27	82.13	87.59	93.66

Contractors estimate monthly rate of construction and accept liability for "liquidated damages" if they fail to meet deadline.

	1955					
DEC	JAN	FEB	MAR	APR	MAY	JUNE
100						
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The procedure used in preparing the progress report is as follows: As soon as contracts have been approved by the board of education and awarded to the three successful prime bidders (general, plumbing, heating and ventilating, and electrical) each contractor submits a schedule of values for his work on the entire project. This list is tabulated on the progress report in the first column called "schedule of values" and includes such items as excavation, concrete work, masonry work, roofing, ceramic tile, carpentry and millwork. Although the contractors analyze the work in different ways, the major items are listed essentially as outlined in the accompanying illustration.

The contractor's next step is to calculate the relation that each item in the schedule of values bears to his total contract. These fractions are entered as percentages in the column marked "per cent of total," and vary from a small percentage, such as 0.03 per cent for lockers, item 25, to a relatively large figure such as the one for concrete work, item 4, which amounts to 27.66 per cent of the general construction work.

After computing all of the percentages just described, the contractor breaks down each item in the schedule of values into monthly increments and designates the months during which work will be in progress for each of these increments. For example, in the accompanying progress report, the contractor planned to do 10 per cent of the masonry work, item 6, in May 1954; to complete 25 per cent by June, and to finish the work on this element by December 1955. These percentages are noted in the upper space of the horizontal row ("masonry") under the appropriate months. Actually, in this case, the contractor was able to complete the work sooner than anticipated. The fact is illustrated by the figures in the lower section of the horizontal row under the appropriate months during which the work was actually in progress. For example, in March, 6.39 per cent of the masonry work had been completed, and by April 40 per cent. By May, 63 per cent had been completed in contrast to the 10 per cent estimated by the contractor at the beginning of the job. The graph on page 75 shows how total construction progress can be plotted.

The estimated per cent of completion and the actual portion completed are entered for each item in the schedule of values, and totals of all items for each month are computed. From these totals two curves are drawn. The dotted line represents the work actually in place while the solid line shows the contractor's original estimate of progress. For any month, the horizontal separation of the two graph lines indicates the amount of time by which the project is ahead of schedule. According to the contractor's original estimate this project was to have been completed late in June, the point where the solid graph line reached 100 per cent. However, the project was completed at the end of December at the point where the dotted line reached 100 per cent, or five and a half months ahead of schedule.

It is obvious that the preparation of the basic data for such a report by the contractor involves considerable detailed planning with the consequent expenditure of time and money. However, contractors indicate that it is time and money well spent, because through good planning fewer delays are experienced with a corresponding saving of time and money. Further, the problems involved in synchronizing the work of the general contractor with that of the mechanical and electrical contractors are simplified and subcontractors can plan their work more effectively when the over-all timetable has been well established.



The development of each child—in skills such as acquiring poise when he or she speaks to a group—needs to be the superintendent's concern, no matter how "removed" the administration building may seem to be.

WHY don't you teach these children to spell? Don't you teach the three R's any more? Haven't the schools ever heard of mental health? Why do you expect all children to meet the *same* standards?

These questions and others like them are often asked of school principals and superintendents. The queries are, of course, of two types. The first implies a deficiency in the teaching of what are frequently labeled the fundamentals; the second suggests a lag in adopting procedures in accordance with more recently acquired knowledge about the way children grow and learn.

When a superintendent hears questions of either type, what should he do? It may sound oversimplified, but one answer is: Do what he ought to be doing anyway, *i.e.* (1) Make an appraisal of educational results in terms of specific objectives. (2) Supply positive leadership for curricular and instructional improvement.

Fortunate indeed is the administrator in a school system that has a statement of goals of education accepted by the community, the board of education, and the professional staff. Even more fortunate is the superintendent in a community where the formulation of the stated goals has been a result of active and wide participation of all of the groups mentioned. Unfortunately, if we are realistic, we must admit that most schools do not yet have statements of goals of education that are widely understood and accepted within their communities.

What is a good elementary school anyway? For different communities, even for different schools within a school system, the answer will have variations. Nevertheless, there are common elements that may be used to measure the worth of elementary education almost anywhere within the United States.

An elementary educational program should provide opportunities for chil-

dren to learn, each according to his own specific abilities and in relationship to his home and community environment. What he should be learning is the traditional three R's plus such other fundamentals as honesty, morality, good health habits, the ability to get along with others, and the ability to get along with himself. While the teaching of sectarian religion is the responsibility of the home and the church and the synagogue, the teaching of spiritual values should be included in the school program. Good education should include what is best for individual pupils and at the same time what is best for the free democratic society in which we live.

The administrator will do well to steer a course that tends to avoid the "either-or's." It is not a case of education *either* for the individual *or* for the nation, but rather education of the individual pupil according to his own interests and abilities and for the benefit of the free society of which our country is comprised. It is not a case of personality development *vs.* the acquisition of skills and knowledge. It is personality development *in addition to* intellectual growth. Children can find happiness while they are learning the usually expected skills and knowledge. They can behave in a manner becoming to good citizens and at the same time have a good time.

JOB OF LEADERSHIP

In order to bring about improvements it is necessary to know what kind of education is now offered. Evaluation to be most effective as a basis for improved instruction grows out of a cooperative project. The administrator's job here is one of leadership. Teachers, parents, other laymen, and the pupils themselves are more inclined to do their part in bringing about improvements when they have participated in the study of how well the educational process is succeeding.

Superintendent Is Responsible for Curriculum Changes and Instruction Improvement

RAYMOND H. OSTRANDER

Superintendent of Schools, Mineola, N.Y.

Evaluation of an elementary school should be *quantitative*. Are there areas of desirable growth and development of individual pupils that are within the realm of the goals of the school and that the school, or certain segments of it, is omitting altogether? Evaluation should also be *qualitative*. How well is the school meeting the objectives which it *purports* to be meeting? For many of the goals, data from standardized tests can be obtained. Survey tests of achievement, when considered in relationship to results of tests of mental ability, provide most useful information.

Administrators should be careful, however, not to rely completely upon the results of standardized achievement tests. These tests may not adequately measure the pupils' accomplishment specifically in terms of local courses of study or stated objectives.

MEASURING DEVICES

While there are available numerous standardized achievement tests, there is a dearth of measuring devices for many of the less tangible educational accomplishments. Fortunately, a few such instruments are available. Among those suitable for a cooperative evaluation of a total elementary school program are:

1. "The Growing Edge" by Paul R. Mort, William S. Vincent, and Clarence A. Newell, 1953 edition, published by the Metropolitan School Study Council, 525 West 120th Street, New York 27. This is an instrument for measuring the adaptability of school systems.

2. "The Series of Twelve Reports of Educational Practices," also published by the Metropolitan School Study Council.

3. "Elementary Evaluative Criteria," published by Boston University School of Education, 332 Bay State Road, Boston 15.

Other factors remaining constant, the superintendent will find his work

effective in proportion to the availability of objective appraisal data and the correctness of his analysis of those data.

In spite of the desirability of basing decisions on objective data, the fact must be faced that for many aims of elementary schools valid, reliable evaluation instruments simply are not available.

As a partial basis for making his own qualitative analysis concerning the effectiveness of the schools, the superintendent can profit from the opinions of others who are also in a position to appraise the teaching. Included should be principals, supervisors, teachers, parents and pupils, both present and former. Since his responsibility for changes in instructional methods or the curriculum is secondary only to that of the board of education, the chief school administrator should use the data and opinions only as a basis for making his own evaluation. He should use great care, however, in appraising the opinions offered to be sure that they are representative.

To the data and opinions of others the superintendent needs to add his personal observation of schools in action. There may not be much time available, but there simply is no adequate substitute for firsthand knowledge. This does not mean that the superintendent of a large school system should expect to find time to observe the instruction in any one room for an extended period of time. He can, however, get into some schools occasionally for an overview of the instructional program.

When the superintendent—or it might be an assistant superintendent in charge of instruction—has completed a tentative evaluation, what should he do about it? First, it must be emphasized that there is a different answer for each situation. Perhaps the superintendent is new. If so, the first step

is usually to establish good personal relations before trying to make any changes whatsoever. Possibly the superintendent has concluded that the teaching methods have failed to keep pace with the proved results of educational research and experimentation. Or it may even be that the program has strayed too far from education based upon attainable objectives and proved practices. In the former case the superintendent's job is one of leading toward a "loosening up" of the program. In the latter, a "tightening up" is the process needed.

APPROPRIATE CHANGES

Once the superintendent has formed his own tentative appraisal of the scope and quality of the education the elementary schools under his direction are providing, he can direct his efforts toward appropriate changes. While the evaluation will need continuous revision, every policy recommendation to the board of education and every administrative act should promote the improvement of the curriculum in terms of the latest evaluation of existing practice. Action which may affect this program and which should be planned in conformance with it may include:

1. Provision for additional or improved instructional space.
2. Selection and retention of personnel possessing the educational and personal characteristics specifically required.
3. Examination and possible revision of administrative and supervisory duties and organization.
4. Provision for inservice study opportunities.

5. Leadership in establishing (or continuing) an emotional climate conducive to cooperative, enthusiastic efforts to improve the schools.

The need for space in elementary schools is almost universal. The chief school administrator certainly has the responsibility for leadership in getting enough classrooms. He should recommend facilities needed to make possible the instructional changes he deems necessary. If, for example, the appraisal indicates that pupils could profit from reading more children's literature, the administrative recommendation might be for improved library facilities. In spite of the importance of adequate facilities, he should not slip into the pitfall of spending so much time on a building program that he does nothing about improving the in-

**He cannot delegate leadership rôle
for evaluation, planning and
selection of qualified personnel**

structural program, even while the new rooms are being constructed.

The instructional program can be improved if the selection of individual faculty members is based upon the needs that are revealed by the continuing evaluation study. It may be that an elementary school does not have a good pianist for assemblies. When new teachers are to be employed, an attempt should be made to employ a good classroom teacher who is also a good pianist. In a school with self-contained classrooms some teachers may need help in the teaching of art, music, physical education, or industrial arts.

The evaluation of the school program, particularly that part of the appraisal in which principals and teachers discuss strengths and weaknesses, may point up a need for specialized assistance not currently available on the local staff. Possibly help is needed in the field of science teaching, or audio-visual aids, or in respect to pupil-teacher planning. A reorganization of, or addition to, the administrative or supervisory staff may be desirable to provide the needed service. Part-time employment of specialists from a nearby university may provide an answer. If the evaluation reveals that beginning teachers are especially in need of assistance, assigning one or more master teachers on a full-time basis as "helping" teachers may prove effective. Some who have found this system effective advise rotating the "helping" teachers so that they keep close to the classroom program and do not, in effect, become supervisors.

RESOURCE PERSONS

The teachers or supervisors whose work includes assisting in curriculum change and the improvement of instruction are most effective when they are accepted as valuable resource persons who are sincerely interested in helping teachers do a better job.

Great effort may be made to help new personnel become oriented, but there are still the teachers who have been on the staff for 10, 20 and 30 years. What about them? Fortunately, most of them actually want to take advantage of new practices that are proving effective. Frequently, however, they are either afraid to depart from the technics they have used for years or they simply do not know how to change. Here top leadership has an outstanding challenge. Salary inducements may be established to foster continued professional study. While this

plan usually proves helpful, it is only a partial answer.

The superintendent can help set the local stage so that self-improvement will prove both practical and interesting to the personnel involved. Programs designed toward the improvement of instruction through in-service education are of various types. Courses are frequently offered in the local schools and near-by universities. Most promising are study groups organized within the individual schools or school systems to work on problems selected by the teachers themselves. At least two states have made provision for such study to be conducted on school time. In these states a limited number of days so used may be counted as part of the required school year.

PRINCIPALS NEED HELP TOO

Opportunities are often provided for teachers to improve while the very people who bear the major responsibility for instructional leadership, the principals in the individual schools, are forgotten. The principals are the key status leaders in curriculum revision and the improvement of instruction. Their support is necessary if any plan for improvement is to be effective.

Many of the suggestions previously mentioned promote a climate suitable for effective teaching. Good salaries, job security, and satisfactory sick leave and related benefits all contribute to good morale. But they alone are not enough. People want recognition for good achievements. Teachers want to feel that they belong to the team. When a building program is being planned, many of them want a chance to express their ideas either directly or through representatives.

Teachers also appreciate having representation on policy recommending professional groups. Some superintendents work regularly with educational cabinets or councils whose membership includes elected teacher representatives. Frequently, most major policy recommendations affecting instruction and curriculum revision are presented to the board of education as recommendations of such a council or cabinet, as well as of the superintendent. Usually the recommendations have had thorough advance discussion within the individual building faculty groups.

What is meant here is an honest-to-goodness utilization of the ideas of teachers and principals. Not recommended is participation for participation's sake. Rather, authority is granted

to elected persons who are in a position to bear the responsibilities and the consequences of their actions.

Words of praise, when deserved, are tremendous boosters of morale. The plaudits from administrators may be either written or spoken. Recognition of good teaching and good teachers by the board of education and by the community also helps maintain the kind of climate suitable for continued improvement in the classroom work. The superintendent has a responsibility to help bring such praise about.

None of the duties of a superintendent of schools is easy, but leadership designed to promote curriculum change and instructional improvement is especially challenging. Oh, it would be so wonderful if only the task could be the same for each school and for each classroom. But, alas, that is not the usual pattern. School A is traditional in the extreme. Experimentation with new procedures is frowned upon by the principal. School B recently had a principal who thought that modern education meant "Let the pupils run the show." Mary James thinks that she should never permit drill to enter her classroom. Jim Moore insists that all pupils rise and address the principal or superintendent in unison when these "dignitaries" enter his room. What the superintendent does to help School A may be interpreted by School B as a green light to allow the pupils still more freedom. In counseling Mary James the administrator may unwittingly encourage Jim Moore in his authoritarian ways.

NEEDED CHARACTERISTICS

The success of the superintendent in this exciting adventure in school improvement depends upon many talents. Among these needed characteristics are:

1. The ability to make a satisfactory appraisal of existing conditions.
2. The vision to steer a long-range course which holds promise of continuing steady advancement toward the goals.
3. The ability to establish and maintain harmonious relationships with both staff and community.
4. The recognition that curriculum and instructional change does not have to be spectacular or momentous to be worth while.
5. A zeal for improvement in education that will carry the superintendent steadfastly forward regardless of temporary reversals.



Dr. and Mrs. Jonas E. Salk and their three sons, Jonathan, 5; Peter, 11, and Darrell, 8, enjoy a few relaxed moments at Ann Arbor, Mich., while waiting for the Francis report.

SAFE, effective and potent. These three words spoken April 12, 1955, describing the Salk vaccine brought comfort and hope to parents throughout the world. Too, they gave American schools another—and probably the most rewarding—opportunity for service in the cause of conquering paralytic poliomyelitis.

Four days after the dramatic announcement at Ann Arbor, Mich., (on the 10th anniversary of the death of polio-crippled President Franklin D. Roosevelt) the vaccine was administered to first and second graders in the schools in San Diego, Calif. Within the next two weeks schools in many parts of the nation began the inoculations, in time to protect children during the summer, the season for highest incidence of polio. Vaccine supplied by the March of Dimes Fund for the National Foundation for Infantile Paralysis is being provided public health officials for two inoculations. These two shots will be given to children of the first and second grades in public, private and parochial schools and to children who participated in the 1954 field trials but did not receive the vaccine last year. A booster shot for all the children who did receive the vaccine in the 1954 field trials also will be available.

News of the success of vaccine developed by Dr. Jonas E. Salk and others recalled the field trial of the vaccine

carried out with school children in the spring of 1954. In a special statement to *The NATION'S SCHOOLS*, Clair E. Turner, assistant to the president of the National Foundation, Basil O'Connor, reminds the nation of the important responsibilities carried by the schools in this effort. "It would have been almost impossible to carry out the all-important field studies to determine the effectiveness of the vaccine," said Dr. Turner, "without school cooperation and participation."

FIELD TRIALS CONDUCTED

The field trial was conducted in 217 areas in 44 states, three areas in Canada, and one area in Finland. In the United States 440,000 children have received one or more injections of the vaccine, and most of them got all three shots. Another 210,000 youngsters received one or more injections of a placebo—in this case an inactive substance that looks like the vaccine but has no medicinal effect. More than 1,180,000 children who received no injection participated in the study by serving as a control group. In 11 of the 44 states injections were given to first, second and third graders, with half receiving vaccine and half the placebo. In the remaining 33 states, vaccine was given to second grade pupils only, with first and third graders serving as a control group.

The field trial was an example of

First in field trials, and now that a safe vaccine has been discovered,

Schools Help in Battle Against Polio

By HOLLIS A. MOORE Jr.

cooperation of educational, medical and civic organizations in an all-out attack upon a disease. Preceded by small scale experiments in Allegheny County, Pennsylvania, in 1953, the field trial last year was an enterprise of staggering proportions. All of the experiment was carried out between April 25 and July 10, 1954. The manufacture of the quantity of vaccine needed was in itself a gigantic enterprise. Just a few months previous to the test, the vaccine came from tiny tubes in Dr. Salk's laboratory at the University of Pittsburgh, drop by drop, in quantities wholly inadequate for a widespread trial.

Helping to carry out the study were an estimated 20,000 physicians, including public health officers, 40,000 registered nurses, 14,000 school principals, 50,000 teachers, and 200,000 volunteer workers. Most of the volunteers were members of chapters of the National Foundation for Infantile Paralysis, which supported the field trials at a cost of \$7.5 million.

The speed with which the Salk vaccine is being made available to the public is a miracle second only to the vaccine itself, says the National Foundation. Dr. Hart E. Van Riper, the foundation's medical director, said there is no instance in medical history to match this performance.

Careful planning by the foundation, coupled with a daring \$9 million

gamble on the success of the vaccine, has reversed the usual situation in which new drugs or vaccines are for many years available only to a few individuals. Penicillin, for example, was discovered in 1929, but only after the second world war was production sufficient and cost low enough to make it generally available. A similar story of inevitable delay accompanied such medical advances as anesthesia, insulin, sulfa drugs, cortisone and other medical weapons. In the case of the Salk vaccine, however, we need not go through the period of scarce supply, extremely high cost, and delayed use by physicians.

In the fall of 1954 the officers of the National Foundation for Infantile Paralysis decided to take the calculated financial risk (when results were just beginning to be collected on the field trial) that the vaccine would be a success. It agreed to purchase enough of the unproven vaccine to immunize nine million children. By so doing it would keep pharmaceutical houses in production to make vaccine if the results of the test were favorable. If they were unfavorable, the vaccine would have been useless, and the American people would have suffered a \$9 million loss. If the vaccine did work, there would be at least enough on hand to begin inoculations before the polio season would get under way. It was because of this gamble that supplies for the first shots

for more than five million children were delivered to the local communities one week after the report was made.

The two vaccine shots being given now are spaced at intervals of from two to four weeks. Dr. Salk's recent findings demonstrate that the two shots provide as much protection as three for the immediate polio season. With the release of one-third of the amount originally contracted for by the National Foundation (it was originally intended that all three shots be given over a brief period of time), another four and a half million children can be provided by private physicians with their primary two shots before the polio season this summer.

"BOOSTER" SHOT

Dr. Salk's studies show that if a third vaccine shot—the "booster"—is given not earlier than seven months after the second, the circulating antibody that protects against paralytic polio increases more sharply and lasts longer than if the shot is given earlier. This booster shot for children inoculated this spring should be provided in 1956 by individual families and doctors for longer lasting protection.

The National Foundation for Infantile Paralysis has warned the American public that there will be polio this summer. Time and limited supplies of vaccine will not permit the necessary broad scale immunizing of

all susceptible children, let alone adults. It may take years to inoculate the entire population. Public health officials anticipate that children of high incidence ages and pregnant women will receive first consideration in the use of the available supply of the new vaccine.

The conquest of polio is being cited by many commentators on the current American scene as an example of mass community action which has no parallel in previous history. Beginning with the founding of the National Foundation for Infantile Paralysis in 1938, under the leadership of President Franklin D. Roosevelt and his former law partner, Basil O'Connor, the fight against polio has seen an effective partnership between scientists and laymen. It has mobilized an unprecedented corps of citizen volunteers and has resulted in the collection of hundreds of millions of dollars for research, professional education, and patient care contributed by American citizens who were inspired to battle against the disease through their contributions. In this process, school administrators, teachers and school health personnel have played an important part.

In his special statement to *The Nation's Schools*, Dr. Turner said: "Schools have been concerned with the control of epidemics, with obtaining early medical care and adequate treatment for polio patients, with the

This is the first picture of the polio virus—an electromicrograph made in the laboratories of one of the manufacturers of the Salk immunization vaccine. Possibilities for development of a vaccine opened up in 1949 when Dr. John F. Enders and his associates at Harvard Medical School found a way to grow the polio virus in non-nerve tissue of monkey kidneys, clearing the way for safe immunization.

United Press Photo



Left to right are Dr. Thomas Francis Jr., director of the Poliomyelitis Vaccine Evaluation Center at Ann Arbor; Basil O'Connor, president of the National Foundation for Infantile Paralysis, and Dr. Jonas E. Salk, developer of the polio vaccine, pictured with a copy of the Francis report on the effectiveness of the vaccine, in Rackham Lecture Hall, University of Michigan, April 12, 1955.





ABOVE: Children in the first and second grades in the Kit Carson School, San Diego, Calif., line up at the school for the first Salk polio inoculations.



RIGHT: Readin', 'Ritin' and Rehabilitation go hand in hand for these two polio patients, Cheryl Soucy and Mary Joyce Phillips, at Joseph P. Kennedy Jr. Memorial Hospital, Brighton, Mass. Mrs. Doris Kenward of the Boston city schools is their teacher.

post-treatment education of polio children who have come back to school, with instruction on infantile paralysis in their health education programs, and with raising money to assist in patient aid and in research which is conquering the disease.

"In all these activities, the schools of the nation work effectively with local chapters of the National Foundation for Infantile Paralysis and with public health agencies.

"The National Foundation maintains a division of public education which works closely with the schools in developing appropriate education at different grade levels concerning polio. Secondary schools especially

have developed excellent programs of instruction on this important topic.

"Schools are considerate of the individual child who has had infantile paralysis. Pupils and students visit fellow classmates in the hospital. Whole classes send showers of letters. Special care is taken to reflect warm friendship for the post-polio child returning to school and to make him feel the comradeship of the group.

"For the children of the nation, school participation in the March of Dimes has been a tremendous learning experience, not only in health but also in character and in democracy. Never before in history have so many children as well as adults been able

to say, 'I helped in the conquest of this particular disease.' Never before have the schools had such an opportunity to teach the accomplishment of voluntary effort as a part of the American way of life.

"Children know what polio is. They know how their dimes are used. This year, pupils and students share with adults and with scientists the thrill of achievement in the development of the Salk vaccine. At the same time, they will remember that there are more than 70,000 patients still on the rolls of National Foundation chapters. School participation in the battle against polio is a satisfying learning experience."

CHALK DUST

Frederick James St. Germain



COMMENCEMENT

*The weeds I spaded, raked and hoed,
The unimpressive seeds I sowed,
Though not my choice or my selection,
Reach out, today, in new perfection.
They bloom.*

*The plants I gardened weary hours
Now blossom forth as fragrant
flowers.
No soul for more than this can yearn
To gladly teach and teaching, learn
In June.*

MOTTO OF THE MONTH

SCHOOL ADMINISTRATORS, like all other good Americans, are particularly ardent motto lovers and resolution passers. Some astute educational salesmen take advantage of this trait by providing mottoes for posting on the sanctum walls and for less public purposes, while school supply companies furnish nicely framed weekly admonitions for students at a small price per ad.

In this year's supply of educational mottoes, there are three that appeal particularly. No credit can be given to the authors, for those modest fellows have delivered their pearls and sunk back into the sands of obscurity. However, the mottoes are worth preserving.

For the young beginning superintendent, the short action motto is particularly recommended. If he has studied well the ways of the business world, if he has pondered the crisp executive method and is traveling the short cuts to success, he will be doubly inspired with this framed advice on his desk:

**Before you loose things up
THINK**

For the school administrator in his middle years, who has juggled every-

thing from age-grade charts to birth rate projections, whose eyes are weary of statistics, and whose heart is tired of norms and medians, a different motto is in order. By this time he is convinced that the boy with the lowest I.Q. is the one mostly likely to succeed in life and the teacher who cannot spell is the best spelling teacher he has! Such a school superintendent should protect himself with this motto:

**I Have Made Up My Mind—
Please Do Not Confuse Me
With the Facts**

And for the grand old school administrator who is tottering toward retirement; he who has seen his most promising youngsters go to jail, while the least promising became members of his Board of Education; he who has witnessed generations of kids become worthy parents of generations of kids—let him be comforted by this motto, which may well be applicable to all of us who would teach and learn:

**Ye
Get Too Soon Oldt
und
Too Late Schmart**

LIVE AND LET LIVE

THE PLACEMENT DEPARTMENT of Northwestern University has recently completed a study in the field of human relationships, and times change. It used to be that a college placement department was a place where, upon approaching graduation, you filed your name for a job and nothing at all ever happened, or else you requested assignment as school superintendent at Chicago and were eventually notified of a vacancy (non-

existent) as matron of a school for incorrigibles.

Anyway, the Northwestern Placement Department has come up with a listing of characteristics by which graduates can achieve a quick and lasting success. No longer is the No. 1 rating given to that good old standby "mental ability" or even "initiative." The new rating form leads off with "ability to get along with people."

This is certainly going to discourage a lot of school superintendents who, along this time of year (or any other time for that matter), have been wondering if they have what it takes to get along with the folk in their community.

There is old man Sharp, for example, who is completely unreasonable and always gets annoyed every time he breaks his leg on the ice slide which the dear kiddies have fixed up on the front walk for their innocent fun. There is the terrible tempered Mr. Bangs who lives next door to the playground and objects to footballs through his bay window, the old spoil sport! There is Mrs. Plushier, who sues the school every time the school bus bumps her patio. And the kindly storekeeper on the corner who gets sore when the superintendent objects to his cut-rate sales on gum, switch-knives, and comic books featuring the bloodier methods of mayhem. The superintendent, too, finds it difficult to get along with Mrs. Twitchy, who insists that he abolish daylight saving, outlaw juvenile delinquency, and join the Sons of Temperance forthwith, none of which he is qualified to do.

But these people are the ordinary run of folks whom, maybe, it is not important to get along with. There are others more difficult, to wit, the school board president who thinks the new school building should be located somewhere when the superintendent thinks it should be somewhere else, or the owner of the bank who is so picayunish about loaning money, or the gang in the Home-School League that has peculiar ideas as to who should administer the schools.

Truly, Mr. Bureau, it is not the people whom one can get along with who cause the trouble—it's the people one can get along without!

Book Banning Campaign in California

reaches Los Angeles high school libraries

A verbatim transcript of the "See It Now" telecast
of April 19, 1955. Printed with the permission of
CBS-TV and Alcoa, The Aluminum Company of America

From Edward R. Murrow's

SEE IT NOW

Edward R. Murrow: In spite of radio and television, it is probably still important that we continue to read books, and some people will think it important that certain books be banned. This is a story of a book list which started in one community and then spread to another. Our reporter, Jack Beck. Our cameraman, Marty Barnett.

Jack Beck: Ed, this is the Golden Gate at San Francisco. Our story lay across the bridge in the rolling hills of Marin County.

Mr. Murrow: This is the residence of Mrs. Anne Smart. She lives on Liberty Street. She has constituted herself a committee of one to ban certain books from high school libraries. Mrs. Smart and her list are known in many cities.

Mrs. Smart has compiled a list of what she calls dangerous authors with Communist leanings which she tells parents to look out for: Maxwell Anderson, Sherwood Anderson, Charles and Mary Beard, Pearl Buck, Stuart Chase, Edward Corsi, George Counts, Vera Micheles Dean, John Dewey, Dorothy Canfield Fisher, Oscar Hammerstein, Lillian Hellman, John Hersey, Alan Nevins, Clifford Odets, Dorothy Parker, Eleanor Roosevelt, William Saroyan, Carl Sandburg, Lincoln Steffens, John Steinbeck, John R. Tunis, Mark Van Doren, Ira Wolfert, Richard Wright.

Anne Smart: It's futile for people to say that books are not dangerous. Books have caused revolutions in past history, and they have caused revolutions in present history. In particular, I think of Karl Marx's book, "Das Kapital." Look at the damage that's done to the world today. These four books here are on racial prejudice. They say these books are being used to teach tolerance of other races. Actually, these books teach racial hatred. They are not complimentary, in many cases, to various, different races. Some of them teach outright intermarriage between races. It's advocated as the solution of the world's problems.

This is "I Married a Korean" by Agnes Davis Kim. It's on that regular sophomore curriculum list. This is "Bread From Heaven" by Henrietta Buckmaster. She has affiliations. Here is "Color Blind" by Margaret Halsey. Here are two of the four books of Howard Fast—"The Last Frontier," "Freedom Road." Howard Fast won the \$25,000 Stalin peace prize in 1953, and his material was used in Korea to indoctrinate our—our boys over there who were imprisoned by the Chinese Reds. This is Edgar Snow's "Red Star Over China." Here is Louis Adamic's—one of his books ("From Many Lands"). There are several on the list. And so it goes through all of these books.

Here is another one that is completely outdated. It is—it's the story of the Japanese in the relocation camps ("Citizen 13660"), and there are pictures in here which can't be shown to the television audience, because they're indecent. Oh yes, there is "Brothers Under the Skin" by Carey McWilliams. There are a number of his books on the list. Mr. McWilliams is a joiner. He belongs, I think, to nearly every Communist-front organization, I think, in the United States, and there are a lot of them.

Then, this book—I don't wish to advertise because it is available publicly. ("H Is for Heroin.") All I will say is that the author is Hulburd. The book concerns narcotics. The moral is very weak. This is presenting evil from an attractive standpoint to the children—and it is not necessary to do so.

Let's see what else we have here. This book is very interesting. This is "American Argument" by Pearl Buck and Eslanda Robeson. As you know, Eslanda Robeson is Mrs. Paul Robeson. This book should be read in entirety to understand how very bad it is.

The question of controversial matters in the schools comes up. If a child has good books that tell the truth and the facts of history, that child is going to have a good basis to judge controversial matters. After all, the controversial matters of today are not the controversial matters that child is going to be voting on when he reaches 21 anyway. There'll be new matters to vote on at that time, undoubtedly, and there is nothing actually that happened in history in recent years that has not happened hundreds or thousands of years ago.

**Books called "dangerous" disappear quietly
from Los Angeles high school library shelves**

Los Angeles librarians fear job reprisals, refuse to be interviewed photographically

Man hasn't changed in all the thousands of years he's been on the earth, and if we use books that have proved themselves to be good books through time—if we use good reference books for them—if we use the classics, those children will have a good basic foundation. We don't have to put this trash into our libraries to give them a good education.

Mr. Murrow: The Marin County School Board examined the list and decided to hold the line. The *San Francisco Chronicle* called the whole matter ridiculous. Then Mrs. Smart's list reached Los Angeles. This is the residence of Gene Hegberg. He has no children in the Los Angeles schools, but he soon had a list of books in the schools, and the similarity to Mrs. Smart's was noted by the school board. Mr. Hegberg refused to face our camera because he said his anonymity was important to his work as an undercover agent for congressional committees. But in Los Angeles high school libraries many of the books on the Smart-Hegberg lists quietly disappeared from the shelves. Mr. Beck asked several librarians to talk about it. He finally found three who were willing to talk providing we showed hands and silhouettes only. Librarian No. 1.

First Librarian: It was pretty vague. It was pretty vague. They were being removed for study because they were—they might—they might be criticized—they could be criticized. We might have trouble with them. Now, those were not the words, but that was simply an impression that was given.

Mr. Beck: Could you tell us the attitude of librarians about lists? You said you had source information about book evaluation—book lists.

First Librarian: Yes, we do have. First of all, it must be remembered that we as school librarians are educators. We are working with children and with young people to help them better to grow up. We have at our disposal the benefit of people in the field who are even more expert than we are. American Library Associa-

tion, for example, through its section of school librarians, publishes a magazine coming out twice a month. It's called *Book List*. In *Book List*, the experts, the very finest experts in the country, in the field of books and book reviewing, review books for the benefit of librarians all over the country. They recommend them for junior high school or for young children. They often do not recommend them. They recommend certain books for adults only. They give us an annotation. They even tell us in what classification we should put them, and we have used this as a Bible. All librarians have for as long as we have had an American Library Association. When we were asked recently—when we asked recently could we not use *Book List* [of the] American Library Association as an authority for ordering books, we were told that we may not. Apparently, books must be read by either the librarian and sponsored by that person, or that book may not be ordered.

Mr. Beck: By sponsored, what do you mean?

First Librarian: Someone must ask for this book and either sign a review

her. We were greatly concerned about this problem.

Mr. Beck: When you discussed this matter with your superiors, have you ever put the direct question to them as to why you must remove these books from the shelves—who is demanding it?

Second Librarian: We—it's all so very vague. It . . .

Mr. Beck: What happened at that meeting at which the list of books was passed out by word of mouth?

Second Librarian: Frankly, we were upset especially about Dorothy Canfield Fisher, Bill Mauldin. There was a feeling of great disturbance among us about these authors. Then, we were also told that private citizens went into a school library—went through the card catalog, and went to the shelves to see if certain books were on the shelves.

Then it was brought out that it was left to us and to our principal to deal with these situations, and that they would be most embarrassing.

Mr. Beck: Did the individual who gave you these oral orders for the removal of books indicate that your superiors would not back you up if the books were found on your library shelves?

Second Librarian: The—the person who gave us the information didn't exactly. The attitude has simply been put into this phrase: "Don't wash your dirty linen in public. Don't make too much of it—just let it die and time will take care of it." I know

Librarians told of vigilante book list by "word of mouth" at school staff meeting

or sponsor it—recommend it. In view of the situation down here and the manner in which it was handled, we have moments of feeling somewhat abandoned.

Mr. Murrow: A second librarian in the Los Angeles schools.

Mr. Beck: Did the school authorities ever mention a list of books prepared by a Mrs. Anne Smart of Marin County?

Second Librarian: Yes they did. I remember very distinctly because we coined a phrase "The Smart Set" about

that to me it is an alarming thought, for example, that so many of the banned books and authors are ones which deal with intercultural and human relations. If we are to teach young people how to get along in a world filled with people other than those like themselves, we feel they must know the real world—not the world as some people would like to envision it.

Mr. Murrow: A third librarian.

Mr. Beck: Have you been given the impression by your superiors that

they'd rather you didn't discuss these questions?

Third Librarian: Well, often we meet a rather sympathetic attitude. We're told that we're living in a very disturbed time. That it will all work out in the end. That if we fight we are apt to stir up more trouble. Their attitude seems to be that time will take care of the situation. They indicate that we retreat now to fight another day.

Mr. Murrow: Next, Mr. Beck went to see Maurice Blair, associate superintendent, who administers the library program of the Los Angeles schools.

Maurice G. Blair: Well, we had received these from the communication that came from Marin County. Copies of this material were distributed quite widely to business leaders and citizens in a number of communities here in the state of California.

Mr. Beck: This is Mrs. Smart's list?

Mr. Blair: Yes.

Mr. Beck: Librarians in the school system here suggested to us that they feel somewhat abandoned or left to fend for themselves in defending themselves against book vigilantism. What can you say about that sort of situation?

Mr. Blair: I don't think so. I think one or two of them might be quite fearful.

I think there's a tendency to some degree to be somewhat concerned, but we feel, and the board feels, and the superintendent, and this office too, that every book that we use should be read by committees and reviewed wherever possible before purchase, and not purchase a book based on a general review in—in the book review that might be made available and published by the Junior Literary Guild. Even though their reviews may be all right, we want our own staff to review those materials and make the recom-

mendations. Personally, if I were selecting a book for my youngsters or for my class or for high schools and I thought it was good, I'd be glad to testify to the fact on a signature on a document.

Mr. Beck: Well, one more attitude about this fear business. A number of them that we have talked to feel that they are subject to criticism or perhaps reprisal for expressing their dissatisfaction with the current state of things.

Mr. Blair: I don't feel that, and probably they do but they shouldn't.

L. A. associate superintendent says staff wouldn't be "very drastic" with librarians if they spoke out

I think they—they can speak out and express themselves and I don't think the board or the staff would do anything very drastic in—in chastising or disciplining them.

Mr. Murrow: Next, John Dale Henderson, chief librarian of Los Angeles County and an official of the Library Association of America.

Mr. Beck: Well, Mr. Henderson, Mrs. Smart says books are to be feared—that they have been responsible for revolutions. Have you any thoughts on that?

John Dale Henderson: That—that strikes me as a very profound truth. There is much to say on—on such an observation. Certainly, books are to be feared if we have no faith in our reason, in our powers to under-

stand or grasp the problem—to be feared if we are afraid to think.

We know that books have caused revolutions. It's our business to study those books and see why they cause revolutions, and we might think a bit about our own American Revolution and some of the great books that came out of it and, particularly, Thomas Paine's "Appeal to Reason" that had such an eloquent statement in behalf of the colonists. These are matters for study and understanding.

Democracy — democracy depends on — on the individual's grasp of the issues that face the country. He must understand all points of view. In times of crisis, particularly should he know what the other side is saying. He should know what all sides are saying and make up his mind as to which arguments have the greater appeal.

The censor takes the position that — that the — the material he objects to is not harmful to him. He understands, but he is so worried about others who—who might be hurt, whose outlook might be affected if they read the particular books in question.

Mr. Murrow: Mrs. Smart of Liberty Street is making some progress. She is, of course, entitled to try. Five of the books on her list have been restored to the shelves. Ten others are still missing. In addition, Reporter Beck found certain other books absent from some shelves: "Heritage of America" by Henry Steele Commager and Alan Nevins; "Paul Revere and the Minute Men" by Dorothy Canfield Fisher; "Incredible Tale" by Gerald Johnson. It's all rather vague. Some people may regard it as rather unimportant. After all, there are plenty of other books to read. We can only deduce from this operation that some of our books are missing.

Good night and good luck.

"We're told . . . if we fight we are apt to stir up more trouble": high school librarian

Board Members May Be Held Individually Liable

for failure to perform ministerial duties required by statute

LEE O. GARBER

Associate Professor of Education
University of Pennsylvania

BOARD members have been held individually liable for losses sustained by one who furnished materials to a contractor engaged in the construction of a school building when the board failed to demand or receive a bond from the contractor as required by law, under a ruling of the supreme court of Florida.*

In this case the Suwanee County Board of Public Instruction entered into a building contract with a contractor who later defaulted. When the Hughes Supply Co., Inc., was unable to collect for materials which it had furnished the contractor and which he had used in the construction of the building, it brought suit against the Glens Falls Indemnity Co. and the United States Fidelity and Guaranty Co., the sureties on the official bonds of all of the board members. The Hughes Supply Co. contended that the individual members of the board and their bondsmen were liable for the amount of its loss because, in not demanding or receiving a performance bond from the contractor, the board failed in the performance of a ministerial function, thus subjecting the defendants to liability.

TWO POINTS AT ISSUE

There were, in reality, two points at issue in this case. First, was the board required, by the statutes, to take a bond from the contractor to whom it let the contract, and, second, if it was, was this a ministerial duty, the failure to perform which would result in individual liability?

The defendants did not deny that the contractor had not been required to post a performance bond, but they contended that the board was not required by law to see that the contractor posted such a bond. They argued that the statute did not place upon the

board the ministerial duty of requiring such a bond. In speaking of the statute, they said:

"It does not say that the board of public instruction shall require a person entering into a contract to execute a particular type bond. It was incumbent upon the contractor to furnish the proper bond. . . . The rules and regulations required of the board . . . have been codified in the school code, and conditions for their operation have been specifically outlined. The board . . . has sufficiently complied with all requirements of the school code . . . and no liability can now be imposed upon them for not conforming with Section 255.05 of the Florida statutes."

Section 255.05 of the statutes provided that any person entering into a formal contract with the state, any county, any city "or any political subdivision thereof, or other public authority, for the construction of any public building, . . . shall be required, before commencing such work, to execute the usual penal bond." (Emphasis supplied.) It also required such public body to furnish a certified copy of the bond to one who, having furnished material or labor to the contractor, was unable to collect therefor. In addition to this section, two other sections of the statute appeared to have application to this case. Section 237.31(4) provided that "all contractors paid from school funds shall give bond for the faithful performance of their contracts in such amount and for such purposes as prescribed by law or by regulations of the county board or of the state board relating to the type of contract involved; provided, that it shall be the duty of the county

board to require from every contractor a bond adequate to protect the school and school funds involved." Section 235.32 provided that, upon entering into a contract, a contractor shall furnish the county board with a bond.

The court, in considering the question of whether these statutes required the board to obtain a bond from the contractor, appeared to feel that all three sections must be considered together. It said:

"Section 255.05 . . . has been on the statute books for many years. It was placed there to protect laborers and materials men who incorporate their labor and materials in public buildings on which they can have no lien. . . . It concerns itself with all public buildings and we find nothing in the school code to even infer that it was not intended to apply to school buildings. On the contrary, Section 237.31(4) can, and should, be construed to make this section, 255.05, a part thereof because, in Section 237.31(4) it is expressly provided that the contractor *shall* provide bond. . . . Nor is the language in Section 235.32 . . . in conflict with Section 255.05 in any respect. It is supplementary only."

DISAGREED WITH ARGUMENT

In considering the mandatory character of these statutes, the court pointed out that it disagreed with defendants' argument. It felt that "the provision in the statutes that the bond shall be required before commencing work is patently and clearly the same as saying that the school board shall see to it that the contractor does not begin work until the bond is executed, posted and duly approved."

While a school board is generally not held liable in damages for torts of the board, the court, relying heavily

*Warren, Governor for Use and Benefit of Hughes Supply Co., Inc., v. Glens Falls Indemnity Company of Glens Falls, N.Y., et al., 66 So. (2d) 54 (Fla.). Decided June 23, 1953.

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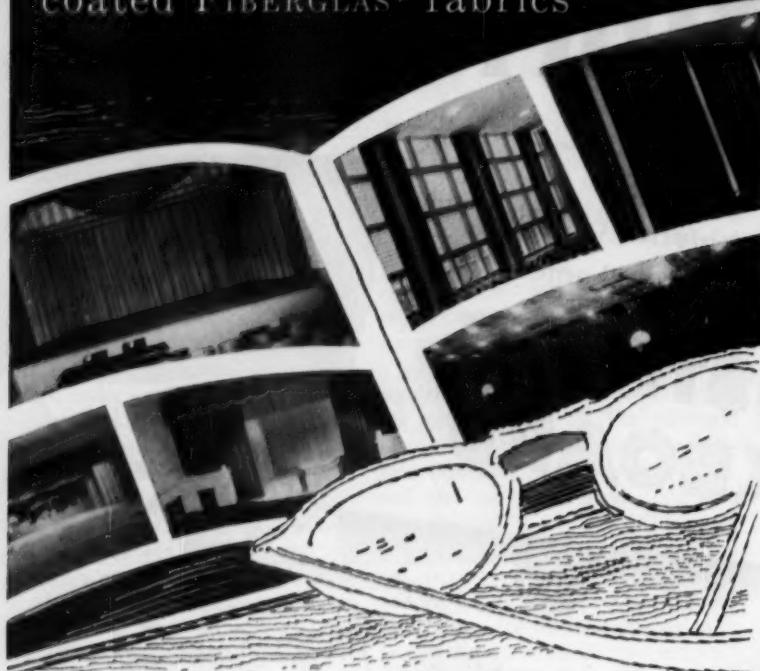
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upon First National Bank of Key West *v.* Filler, 145 So. 204, 107 Fla. 526, pointed out that individual members of such a board may be held liable for failure to perform ministerial acts—those not requiring the use of discretion. It pointed out that it is not necessarily true that "a public officer may not . . . be held personally and individually responsible for the acts of public boards or official bodies, so far as he personally joins in and lends his efforts toward the accomplishment of the wrongful acts of the body or board itself as an entity." Then, in commenting on ministerial acts and liability for their nonperformance, it said that "a duty is to be regarded as ministerial when it is a duty that has been positively imposed by law and its performance required at a time and in a manner or upon conditions which are specifically designated; the duty to perform under the conditions specified not being dependent upon the officers' judgment or discretion."

COURT'S DECISION

The court, in its decision, summarized its conclusions as follows:

"It was the mandatory duty of the school board members to see to it that the bond required by . . . Section 255.05 was posted before work was commenced; that the duty to do so was ministerial; that the failure to do so was a breach of the duty to faithfully perform the duties of the office, and that persons suffering loss because thereof had a remedy against such board members individually in tort."

From the last clause, it is evident that the fact the board members were bonded was immaterial. In other words, it appears that the court's holding would have been the same had the board members not been bonded. That is, the bonding of the board members did not create liability where there would, otherwise, have been none.

As a result of this ruling, board members should be particularly alert in trying to discover those statutes that impose ministerial duties—those not demanding the exercise of discretion—upon them. Failure to perform such, it is seen, can result in a court's holding members liable as individuals. In case of doubt it is far better for the board to assume that the statute in question does, rather than does not, impose a ministerial duty upon it and to act accordingly.

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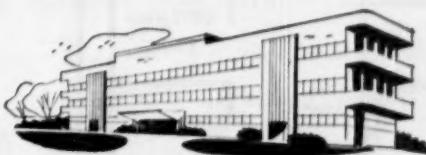
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RICHARD S. MITCHELL

Audio-Visual Consultant
State Teachers College, St. Cloud, Minn.

GEORGE O. ERICKSON

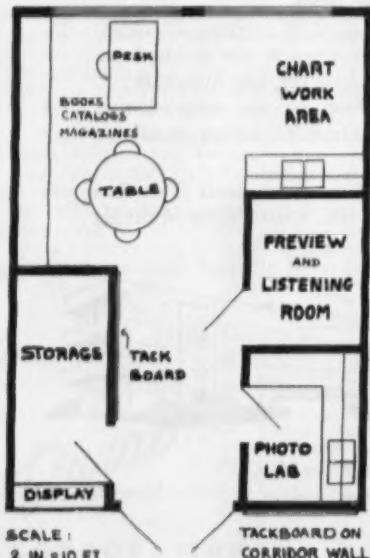
Audio-Visual Specialist
State Teachers College, St. Cloud, Minn.

TO AID in the inservice training of teachers and to make available the needed audio-visual materials, audio-visual centers should be established not just in school systems but in individual schools. Efficiently designed and administered, audio-visual centers can have a strong effect on what happens in the classrooms and in the learning experiences of pupils. In fact there are few ways by which school administrators can so well bring about change in classrooms as by this means of helping teachers through a good audio-visual plan to get the teaching

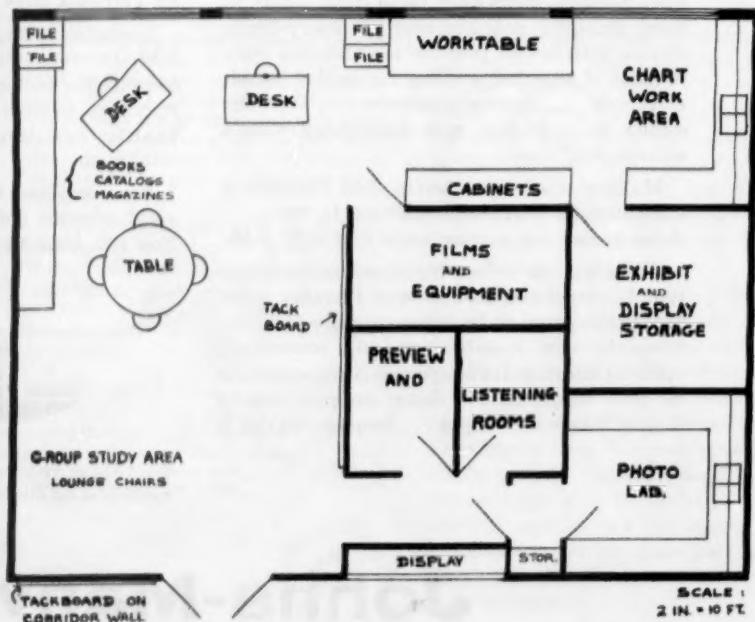
tools they need to teach better the things they are teaching anyhow.

The two audio-visual center plans shown here were reviewed by many of our fellow teachers at St. Cloud. Most of them thought that the center, which is 30 by 40 feet, is too small. Especially did they cite the need for more storage space and for a private office for the work of the audio-visual coordinator. We can only agree and note that even our larger plan, for a center which is 30 by 40 feet, is less than half the size which is recommended in a helpful booklet of the

Two possible layouts for an audio-visual center:
The one on the left is the small, economy size.



The two plans are by Mr. Erickson



National Education Association's Department of Audio-Visual Instruction.* However, "it beats nothing all hollow."

The smaller plan—an area 18 by 25 feet—provides space for some audio-visual preparation work by teachers in a small school. This might represent a center for a school where audio-visual leadership is provided by a half-time specialist who serves also as half-time teacher or librarian. The larger audio-visual center plan shows where a full-time audio-visual coordinator might work, probably with the help of a trained squad of students as projectionists and secretaries.

Both plans assume that students see films and examine audio-visual education materials in their classrooms, not in the center, which is primarily a *workroom for teachers*, a place where teaching materials are cataloged, stored, cared for, ordered, scheduled, prepared and previewed, with the guidance of an audio-visual education specialist.

These plans can be used for any school if they are changed to fit special needs. A center should be planned to fill the gap between what a school has and what it needs, with the planners remembering to work appropriately for future growth in both size and quality of the educational plant.

These plans show that we think teacher-made photographs can be val-

*Planning Schools for Use of Audio-Visual Materials: No. 3, The Audio-Visual Instructional Materials Center, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C., 1954. \$1.

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Rear axle shall be full-floating type and have a gross weight rating equal to or exceeding load supported by rear axle		✓	Flexible gasoline- and oil-proof connections shall be provided at engine end of fuel line	✓	
4-wheel brakes adequate to control fully loaded bus shall be provided.		✓	Instrument panel instruments must be clearly visible to driver		✓
Brakes shall be able to stop vehicle within 22 feet when driven at 20 m.p.h. over dry level road	✓		Grade ability must be such that bus can climb 3% grade at 20 m.p.h. (fully loaded)		✓
Power-type brakes shall be part of equipment for chassis designed for 48 passengers or more	✓		Double-action front shock absorbers of adequate size shall be provided		✓
Brake vacuum reservoir shall be at least 1000-cu. in. capacity for vacuum-actuated systems	✓		Springs must have ample resiliency to sustain fully loaded bus without evidence of overload		✓
Front bumper must be of sufficient strength to permit pushing vehicle of equal gross weight without permanent distortion	✓		Rear springs shall be of the progressive type	✓	
Drive shaft shall be protected by metal guard to prevent it from whipping through floor or dropping to ground if broken	✓		Stationary eyes of front springs shall be protected by wrapper leaf in addition to main leaf	✓	
Exhaust system shall be properly insulated from fuel system	✓		Steering gear shall be designed to provide safe and accurate performance when vehicle is operated with maximum load and at maximum speed		✓
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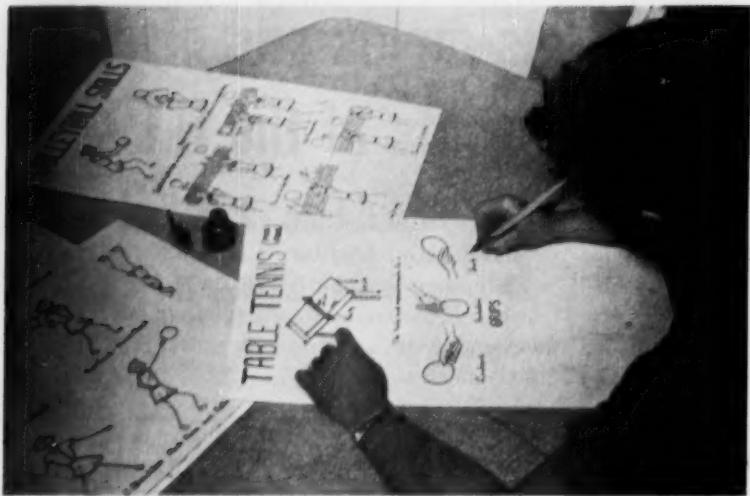
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Any plan for an audio-visual center should provide space where teachers can use the art tools which they need to make charts and posters such as these.



This photography laboratory (see larger plan, page 92) has cabinets above the sink but none above other counter space where tall equipment will be used. Electric outlets are provided for enlargers and other equipment.



Storage and work space are essential in audio-visual centers such as this one which serves the public schools at Mankato, Minn.

uable teaching tools. In the photo darkroom teachers can make photocopies and enlargements the way they want them. While this may indeed save money when enlargements are made for tackboard and display use, the real purpose of the darkroom is to enable teachers to get better pictures by their own developing, dodging and cropping than can usually be obtained from commonly available commercial processing. These processes are simple, especially if chemicals are premixed and ready for use, and our experience shows that good teaching pictures are made by teachers themselves because they know best what they need in order to do a teaching job with a picture "that is worth a thousand words." The photography laboratory provides work space for a camera which makes 2 inch square colored slides of copy work from books, charts and small objects.

Teacher-made charts and posters need not be ornate, but their tailor-made quality fits them to the local curriculum with impact and effectiveness. Our plans for the center provide space where teachers find posterboard, pens, paint brushes, inks and paints.

Naturally the audio-visual center should have space for the storage of equipment and materials. Museum types of specimens and displays of objects and models will likely require more storage space than is provided in either of these plans. If these stored materials are used frequently, storage space should be easily accessible. Because equipment and materials will be constantly coming and going, one audio-visual specialist advises an entrance counter like that at which airline baggage is checked. This would be set up so that projectors and other equipment not on carts might be pushed under the counter. This counter might also have film racks for films and supplies "going" and "coming." Some storage space may be provided above or below the display windows.

Probably the most common services of audio-visual centers require space designed for the work of receiving and sending rental films through the mails, for inspecting and splicing films, for scheduling projection services, checking projectors and other equipment in and out of the center, and keeping the equipment clean, oiled, adjusted and in good repair. Usually film catalogs, catalogs listing tape recorded programs, audio-visual magazines, printed materials about equip-

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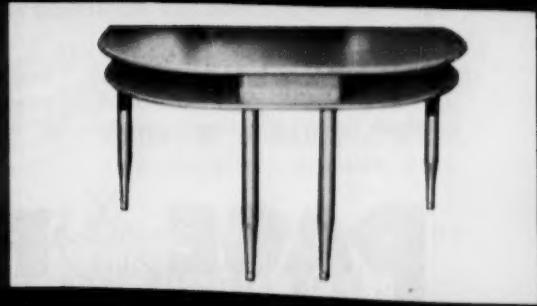
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The public schools at Austin, Minn., provide office space elsewhere in the school for the A-V director, but equipment is decentralized in storage rooms like this so teachers can get projectors easily to their classrooms. A storage room is on each floor of all Austin schools. Heavy equipment is on casters on stands that can be rolled into a classroom, where the equipment can be set up for use without being lifted.

ment, materials and their educational utilization are displayed and made available by an audio-visual specialist

who helps in the interpretation of the printed information and the processing of film orders and arrangements for

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obtaining the right equipment in the right place at the right time. Not only must there be display space for these publications but there must be a place for teachers to look at them and discuss them. There must be a place for committee meetings and planning groups. The audio-visual specialist and his helpers need file space and room to work when they are ordering and scheduling. Our plans put much work area near window light while rooms requiring darkness are in the building interior.

Where should an audio-visual center be located in the building? It should be near certain main traffic arteries, near the library, perhaps, or near the cafeteria. The mail room or shipping platform should be easily reached. Probably the center should be on the main floor unless there is an elevator to help in the transport of projectors which may be best kept and moved on carts which also serve as stands for the projectors during film showings.

Where specially equipped rooms are provided for some of the school's use of projected pictures, these may logically be near the center if they will be served by the same staff.

Small rooms in the A-V center provide space where tape and phonograph records may be heard or sound motion pictures may be previewed with minimum distraction to other workers there. If equipment can be set up and ready for use in these rooms, teacher time will be saved, and preview of materials will be encouraged. Short focal length lenses and earphones can make previewing and listening possible—although hardly comfortable—in open work areas when preview and listening rooms are not available in sufficient number.

SERVICE IS "PEOPLE"

Thus, an audio-visual center can be planned and built to help teachers make tailor-made educational charts and photographs and select, obtain and prepare to use a wide variety of highly effective modern educational tools prepared commercially and by other specialists. Of course, we must remember that the key to the audio-visual center's value is service, and service is "people," service that helps teachers do their work, service that comes best from audio-visual instruction specialists, hired because they have been trained professionally in the skill of serving their fellow teachers.

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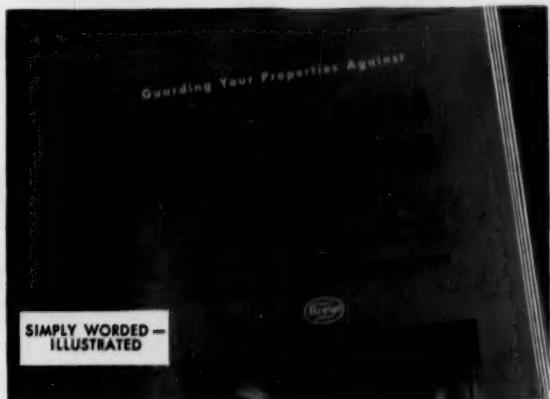
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THE SCHOOL LUNCH

Conducted by Mary deGarmo Bryan

SIXTY YEARS' GROWTH
(Continued From Page 59)

Improvement of feeding program calls for

- (1) community interest, (2) teacher support, (3) better facilities,
- (4) trained personnel, (5) control by public school agencies

Perhaps an important reason for both of these conditions is that we have talked a great deal about the value of school feeding in the physical, mental and social development of the child and its integration with the educational program and have done

too little integrating. We have been concerned with the mechanics of the program without accepting the evidence from many schools that a correlative program of education in food and nutrition, suited to each grade level, is essential to a fully function-

ing school lunch. This does not suggest that separate courses should be given in these subjects. It does suggest that teachers should be given essential facts, teaching materials, and technics that they may use as their special skills and imaginations suggest. There can be no doubt that major opportunities exist for nutrition to contribute to better and more buoyant health in the future. The school is one place to begin to teach it. The interest and support of teachers are fundamental to widespread acceptance of the program, a program that can be used to enrich almost every area of teaching.

Educational integration of the program must go farther; it must include the community. It will be recalled that school feeding was started in most instances by the communities. They should be brought again into the picture. The community should make the decision as to whether it wants a lunch program. Most communities evidently do, because virtually all new buildings provide for food service, but what does that decision involve? It involves support based on information.

First, it requires knowledge of essential foods required by school children and amounts and types to be included in the noon meal; the desirability of a complete meal rather than a snack; the relative cost of lunches of equal nutritive value as prepared at school and sent from home, and reasons for the difference in cost.

Next the community should know the complete costs of the local school lunch program so that as taxpayers they can decide which of these should be carried by the school funds and which will involve payments by the children, indicating probable expendi-



ABOVE: Some old lunchrooms were well equipped for their day. Though made of wood, this counter installation in a Chicago high school was modern in 1911. A toasted cheese sandwich, as listed on the blackboard, then sold for a nickel. BELOW: Breakfast has been served in schools since the earliest days of school feeding. These are children in an open air class in Philadelphia about 1915. Each breakfast cost 3 cents.





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Vol. 55, No. 6, June 1955



Teachers had a pleasant dining room in this Philadelphia high school in 1909. Faculty menus, which were liberal, included soup, roasts, creamed chicken, liver and bacon, sandwiches, vegetables, fruit, salads, desserts.

tures in and by the community. The citizens should understand about contributions by the National School Lunch Program; last year the cash average was 4 cents per meal plus 6 cents in donated foods. They should know about contributions made by the state and the community.

The community must be shown why volume of patronage is necessary to keep prices low and that, as prices increase, patronage falls off. Patronage is around 80 per cent when the price of a complete lunch is less than 25 cents; it is around 30 per cent if the price of a meal is higher. If half the children in schools now serving lunches bring all or most of their lunches from home, as is now the average figure, taxpayers should question the investment of money for space and equipment; evidently the community does not consider the program essential.

Lastly, the citizens should be informed that the health of the school child is one vital facet of the health of the community, now and in the future. Parents and other members of the community will appreciate and support the program financially and with patronage when they understand reasons for doing so. Their encouragement and assistance are needed constantly.

How can supervisory personnel be found and trained? As more children eat lunches at schools, the problem of personnel becomes obvious. Some of the earliest programs—in Rochester, Boston and Hawaii—recognized these two important facts: that it was desirable to place the

project under direction of a trained manager with academic status and that there would be a demand for such trained persons as new lunchrooms opened. The sudden development of food service operations in recent years created a demand for personnel at all levels that could not be met from available sources, and the need will continue to increase.

Exceptional efforts have been made in most states to train cooks and local managers for small schools through inservice training courses arranged by city directors and by school lunch divisions of state education departments. These are carried on throughout the year and during summer months. This type of training will have to be conducted indefinitely because employees, numbering several thousand in most states, are recruited almost entirely from among older women without experience in quantity food service. Teachers to assist in this training can be paid by federal vocational education funds, if the request for such personnel is approved by the state director of vocational education. They should prove a valuable addition to state staffs. Vocational schools can also train workers for food preparation and service and possibly for manager-cook positions in smaller schools.

At levels requiring specialized training, the shortage is most acute. Some state education departments have no persons at the state supervisory level who have training and experience in nutrition and quantity food service. Most state school lunch divisions are in great need of additional staff members, and school superintendents

from counties and cities are searching for trained school lunch supervisors. Trained personnel from other departments and from local organizations assists the state school lunch director in some of the supervisory responsibilities when possible, but a stronger force must be built for the future.

A joint committee of the American School Food Service Association, American Dietetic Association, and American Home Economics Association has prepared suggestions for internship training of persons of suitable academic background for state and multiple unit supervision. Efforts of state and federal departments, foundations interested in education, and colleges and universities should be pooled in order to increase the number of trained and experienced supervisory personnel.

Qualifications of directors of supervisors should be equivalent to those for similar positions in other departments. Three states have established certification for school lunch director and manager equivalent to teacher certification, giving the academic status essential to an educational activity.

Local supervisory personnel may be recruited from well trained, experienced dietitians who have worked in hospitals or commercial food services but who are now married and might be interested in school cafeteria positions. It would be possible to supplement their training with additional work in education if necessary.

Where should the food be prepared and served? National concern over the shortage of classrooms carries over into the school feeding program. Additional housing and suitable equipment will be required not only for the increasing enrollment but also for the growth of school feeding services for those already in schools.

Lack of space and facilities has probably handicapped the development of the program in many areas. We have come to take for granted the attractive dining rooms or multiple purpose rooms in which children eat and the gleaming stainless metal equipment that we now find in new school buildings in the city and country. But it is well to remind ourselves that the 1954 School Facilities Survey by the Department of Health, Education and Welfare shows that 83.52 per cent of the elementary schools,



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42.87 per cent of the secondary schools, and 40 per cent of the combined schools are without cafeterias. It is also likely that lunchrooms could be found today that would compare unfavorably with those of 50 years ago since the same survey shows that 42.14 per cent of our schools have no pressure water service, 36.54 per cent have cold water only, and 13.86 per cent have no water at all.

Modern ideas of a flexible school plant and many items of new equipment make possible the optimum utilization of space and a variety of methods of serving food. Large cafeterias seating from one-third to one-half of a large student body, expensive to build, equip and operate and used for only an hour or so a day are being replaced by multiple purpose rooms that may function as classrooms, study rooms, libraries, music rooms, and, in some elementary schools, gymnasiums. Movable partitions between adjoining classrooms make possible the creation of more space for large school gatherings requiring food service.

SERVING MEALS IN CLASSROOMS

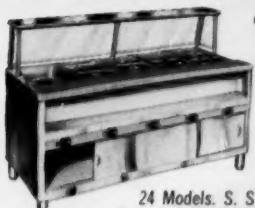
The service of meals in classrooms from portable heated counters or insulated containers proves especially satisfactory in elementary grades. A variation of this idea is the location of the kitchen so that the serving counter opens into a corridor and students carry their trays to designated classrooms or activity rooms, or even out of doors. In some climates serving counters open into covered or uncovered patios, or portable serving units are used to serve food in these recreation areas. Electrical outlets are also located in an area opening onto the athletic field so that snacks from portable units may be served during football games. Outlets located in areas adjoining school bus platforms provide for service from these units of hot soup on winter days or milk and other foods as needed for children who have long bus rides to their homes.

The old idea of central preparation with service in individual schools may also be used to advantage in some communities. It can be varied according to individual situations. Food may be prepared in centrally located junior or senior highs for service in elementary schools within easy delivery radius. In other communities, all food may be prepared in a central kitchen

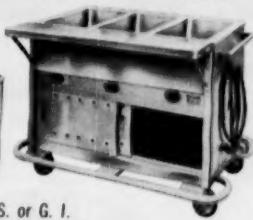
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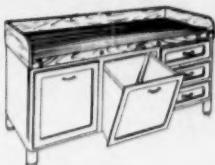
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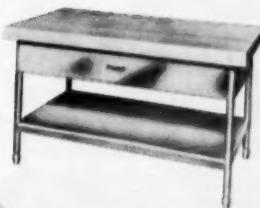
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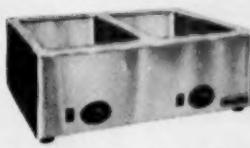
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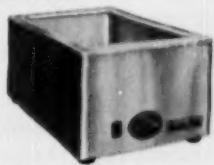
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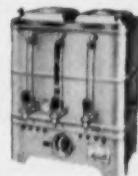


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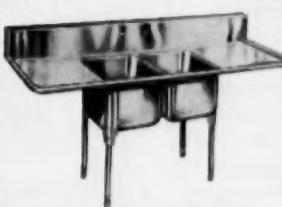
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and sent to each school for service, or some foods for all schools may be prepared centrally, such as baked goods, frozen cooked foods in bulk, or separate meals to be reconditioned in the individual schools. New high-frequency cooking equipment, such as is now used in some commercial food services, may be used in schools for this reconditioning, and new methods of preservation and refrigerated storage will make possible this type of service with a minimum amount of delivery from the point of preparation. The trend away from à la carte to complete meal service facilitates central preparation of all or some part of the food.

To what extent should the state department enter the picture? Several other suggestions which develop in connection with general discussion of the school lunch program may be mentioned. The first has to do with the scope of supervision by the state departments of education. This usually has been limited, probably because of shortage of staff, to schools participating in the National School Lunch Program, though in some states there are many schools that operate their food services without federal subsidy. Since the school lunch supervisory services of the state are financed by the state and not from federal funds, these services should apply to all the schools and the school children that come normally under the jurisdiction of the state department's staff.

In 28 states the school lunches in parochial schools are supervised directly by the Department of Agriculture. To the extent that the state department recognizes and exercises its responsibility to see that minimum standards of education and standards of safety are observed in the parochial and private schools, it also can, and perhaps should, exercise that same responsibility with regard to the standards, hygiene and other qualifications of the school feeding program.

Is new legislation needed? Now that school feeding is here to stay, to develop and enrich the education and the lives of school children, most states seem to be feeling the need to modernize their legislation dealing with the service of food in schools. Few states have adequate school lunch laws, laws that prescribe state and local responsibilities and financial policies in keeping with modern educational

philosophy. All such laws should include provision for handling federal funds and foods.

There may be some changes in the nature of the federal grants. Cash appropriations might be increased so that schools can purchase large amounts of a variety of nutritious foods locally from the many farmers (the sum requested this year is \$83 million). This cash subsidy would reduce some surpluses now handled at considerably greater expense. If price support buying is continued, the schools would seem to be one outlet

for such quantities as can be utilized, if the foods are suitable nutritionally.

What federal agency should administer the program? The time has come for a reconsideration of the most suitable agency for general administration of the National School Lunch Program. It is not possible to separate administration and education at national, state or local levels. Every activity in a school is primarily educational and is administered to this end. The task force report on public welfare prepared for the Com-



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mission on Organization of the Executive Branch of the Government, published in January 1949, recommended that the administration be transferred to the federal educational agency from the Department of Agriculture.

The formation of the Department of Health, Education and Welfare since the publication of this report lends added emphasis to the recommendation. The school lunch program, created for the health and welfare of school children, is one important section of the whole picture of national health, and its location in the department dealing with this area seems to be a logical move. Excerpts from the report deal with its relation to education:

"Because in the large majority of cases its operations are through public schools and through state departments of education, it is believed desirable, regardless of name, that its general administration and grant-in-aid activities be moved to the federal educational agency. . . .

"If dietary needs of children are given priority over need for disposal of surplus foods or foods in abundance,

ance, this can be better assured if the program is administered by an educational agency. This would not preclude the utilization of surplus foods or foods in abundance as determined by the Department of Agriculture, when and if such utilization is desirable. . . .

"The school lunch program should be thought of as part of the total effective experience of the children in the schools. It should be correlated with proper instruction in dietary habits and nutrition. By placing its administration in the normal educational channels from the federal to the state and local levels, the school lunch program can become a part of a valuable educational and instructional program. . . .

"In summarizing, four recommendations are made: (1) The responsibility for the administration of the National School Lunch Act should be placed in the federal educational agency; except (2) the direct purchase and distribution of food for price support and the listing of foods in abundance for priority purchase, when necessary, should be retained in the Department of Agriculture; (3)

a small subsidy should be available to state departments of education to ensure proper state administration and supervision of the act (unless other means are available for adequate support of state departments of education); (4) the nutrition aspects of the program, although carried out by the federal educational agency, should be done with the advice from the best informed agency of the government in nutrition matters. There is little reason why, if the current manner of caring for the school lunch program in nonprofit private schools is satisfactory in the Department of Agriculture, the same plan may not be operated just as effectively by the federal educational agency."

What's ahead? There will be many developments in school feeding in the years ahead. With wide public interest and support and improved educational methods the numbers of children eating complete school meals can be increased by millions annually. Consumption of greater amounts of nutritious foods can provide constantly widening markets and decreasing surpluses, assuming realistic pricing, and, most important, improved health of children and their families.

There will be changes in food and equipment. Foods will be frozen, dried, proportioned, canned by new methods, and some of them probably sterilized by radiation. They may be cooked in a matter of minutes or even seconds with new equipment. Utensils may be disposable or perhaps washed by supersonic sound.

But in new schools or old, educators are sure to appreciate and develop their newest laboratory. Dr. Thomas Parron, former surgeon general of the Public Health Service, once said, "The school lunch program may have a most profound effect in broadening our concept of education."

Photographs and information were contributed by: Mary H. Tolman, assistant president, Women's Educational & Industrial Union, Boston; David R. Page, director of lunchrooms, St. Louis; Constance Hart, director of lunchrooms, Rochester, N.Y.; Margaret Crozier, director of lunchrooms, Philadelphia; Frank O. Washam, director of lunchrooms, Chicago; Alice Boughton, Chicago, formerly superintendent of luncheons, Home and School League, Philadelphia, and Leonard R. Trasner, director, food distribution division, U.S. Department of Agriculture.

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CONVINCING evidence of the growth of school business administration as a profession is offered by the program of the fourth annual meeting of the Southeastern Association of School Business Officials, held in Birmingham, Ala., March 31 to April 2.

The membership growth of this organization from the 16 members who started the organization back in 1951 during the meeting of the national association in Toronto, Canada, to its present membership of 116 is further indication of the increasing interest in school business education in the Southeast. The 10 states forming the southeastern association rotate the responsibility for a news bulletin.

STATE GROUPS BEGUN

At the Birmingham convention, considerable impetus was given to a movement to organize state groups within the regional group. Leading the list is South Carolina, under the presidency of John L. Southwell, business manager for the public schools of Sumter.

In his presidential message, Norman J. Aaron, assistant superintendent of Fulton County schools, Atlanta, Ga., urged every member to work diligently "to maintain a professional high level of the school business official."

"The day is over," he said, "in many systems where the superintendent handles the business end in addition to educational duties. Capable, qualified personnel is needed to fill these new positions because no organization can be any better than the people who work for it."

T. W. Clift, assistant superintendent in charge of business affairs, Atlanta, Ga., and past president of the national organization of school

business officials, observed that the substantial growth in the national association in recent years has been largely the result of the activity of dynamic state and regional groups. In encouraging the S.A.S.B.O. to increase its efforts toward the formation of state groups, Mr. Clift emphasized that "in the Southeast, there are many specific problems which do not necessarily occur in every section of the country. Therefore, if people with similar background, experience and facilities can sit down and thoroughly face these problems, there is a much better chance of arriving at a reasonable solution, taking into consideration the conditions under which one works."

The new president of the Southeastern A.S.B.O., Crawford Greene has been director of business affairs of the Hillsborough County schools,

Tampa, Fla., since November 1948. He has been a superintendent and high school principal in Arkansas and Oklahoma. From 1934 to 1948 he served in various administrative capacities in the state department of education of his native state of Arkansas. Prior to going to Florida, he had served for two years as a field representative for the U.S. Office of Education. For six years he had been treasurer and editor of the *Journal for the Arkansas Education Association*. He moves into the presidency of S.A.S.B.O. from previous offices as vice president and a director.

Invitations for the 1956 convention were received from 16 cities. Louisville, Ky., was chosen; tentative dates have been set as April 5, 6 and 7.

The new officers, in addition to Mr. Greene, are: vice president, John L. Southwell, business manager, city schools, Sumter, S.C.; secretary-treasurer, Walter R. Latapie, chief accountant, Orleans Parish School Board, New Orleans, and immediate past president, Mr. Aaron.

Directors are: J. R. Montgomery, assistant superintendent, Mobile, Ala.; Horace B. Slaughter, business director, Jefferson County, Lexington, Ky.; Paul L. Franklin, business manager, Meridian, Miss.; Harry S. Livingood, business manager, Salisbury, N.C.; Roy C. Taylor, business manager, Greenville, S.C.; Dexter M. Jeffords, assistant superintendent, Oak Ridge, Tenn., and Monroe Melton, director of purchases, supplies and equipment, Dade County, Miami, Fla.

RÔLE IN PUBLIC RELATIONS

The school business official as an important public relations agent was described by I. F. Simmons, superintendent of Jefferson County schools, Birmingham, Ala. Dr. Simmons emphasized that the public supports the schools partly because of its confidence in the officials that administer them. "Consequently," he said, "the school business officer has the responsibility not only of striving continuously to improve those aspects of administration for which he is responsible but also of keeping the people informed concerning these improvements."

"The general appearance of the school building and grounds has much to do with determining the general impression which the public has of its schools," he declared. "A building in a good state of repair, situated on a well kept site, with properly trimmed shrubbery and hedges, makes a favorable impression on patrons and non-

(Continued on Page 112)



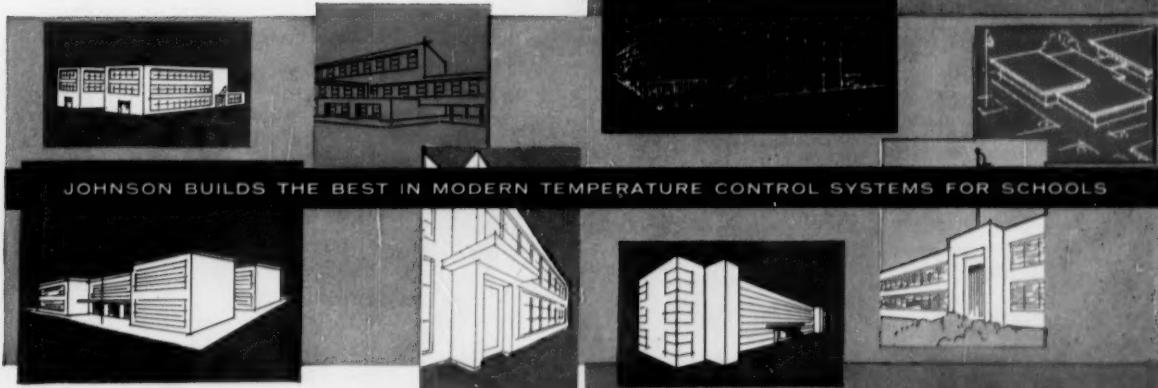
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THE warm sunshine and the languid beaches of Coronado furnished the backdrop for the 28th annual convention of the California Association of Public School Business Officials, April 13 to 16. More than a thousand members and guests attended.

Although members of the organization are principally business managers and assistant superintendents in charge of business affairs, the membership includes many superintendents of smaller school districts who perform the business affairs function themselves. Approximately 25 per cent of the association's members are school board members. Some of the members are specialists in some phase of school business administration in large districts, while others assume total business administrative duties.

The program included section meetings serving these divergent interests. However, time, space and financial

restrictions limit the total number of section meetings that can be scheduled, or attended by individuals.

This year, to provide specific information and answers to individual members of the association, 100 specialists in various fields of specialization were available for personal consultation during the Friday night business managers clinic—"a three-ring circus with 42 acts."

From one to five specialists were provided in each of the 42 areas; these specialists were members of C.A.P.S.B.O. and its research committees.

Broad general problems as well as specific questions were considered in the business managers clinic and the section meetings. Growth in school population, the increasing difficulty of providing adequate financing, and the need to investigate possible new sources of school revenue were emphasized by Roy Simpson, state superintendent

of public instruction, during the initial general session.

Part of the financing difficulties faced by the schools is related to the constant expansion of the offerings and services of the schools. Back in the rural-handicraft culture of 1900 the offerings of the schools were relatively simple but, as was pointed out by Claude L. Reeves, Los Angeles superintendent, the schools, as the only stable institution with which all children come in contact, have assumed responsibility for providing some of the experiences which were lost as urban industrialization developed.

OBLIGATED TO SAFETY TEACHING

Speakers at another program emphasized that legal, moral and financial reasons exist for providing safety education for school students and school employes. Although legal requirements differ among the states, schools have a moral obligation to provide health and safety instruction for their students and employes. In addition, there are hard and cold financial reasons for providing such instruction. For example, lack of a good safety education program for employes often results in an 18 to 20 per cent debit rating on liability insurance, which is rapidly reduced when an adequate safety education program is begun.

Are your "personnel slips" showing? From the pleasant greeting of the PBX operator to the sharp and efficient manner in which the custodian performs his duties, people make judgments about the schools. In times like these, with all of the reluctance to provide needed continuing and increasing financial support, it is especially important that the total public relations efforts of the schools be integrated and directed toward presenting the situation to the public. In this approach, everyone in the school system has public relations responsibilities, but such responsibilities can be met only when there is a conscious effort, on the part of the administration, to involve all personnel in the program, through structured and unstructured personnel-public relations orientation and training. As was amply documented by the Friday afternoon general session on public relations, personnel participation in public relations programs does pay off in terms of support for the schools, but public support is often weakened because of "unimportant" personnel slips.



New officers are (l. to rt.): first vice president, Myron A. Hesse, business manager, Glendale Unified School District, Glendale; secretary, William P. Peel, purchasing agent, Oakland City schools, Oakland; president, J. C. Trombetta, assistant superintendent in charge of business, Fresno Unified School District, Fresno; retiring president, Donald D. Cunliff, manager, maintenance and operations, Los Angeles City schools; treasurer, Ernest W. Carl, business manager, Arden-Carmichael School District, Carmichael. Second vice president is R. Clifford Metz, business manager, public schools, Richmond, not pictured.

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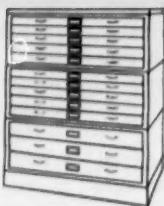
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Southeastern's officers are (top row): directors, Paul L. Franklin, Edwin R. Ward, Roy C. Taylor, J. R. Montgomery, Fred A. Smith, and Dexter M. Jeffords. Bottom row: past president, A. C. Hutson, secretary-treasurer, Walter R. Latapie; retiring president, Norman J. Aaron; president, Crawford Greene; director, Annie V. Massey; past president, Rayburn J. Fisher.

(Continued From Page 108)
patrons alike. When the buildings are comfortable, clean, sanitary and safe, thereby revealing efficient custodial care, the pupils and the teachers take pride in making their school home more attractive. This, in turn, is reflected in the attitude of the patrons toward their school."

EFFICIENCY VS. ECONOMY

In introducing the various speakers for the panel discussing schoolhouse planning and construction, W. D. McClurkin reminded the group that economy is not a synonym of efficiency, although the two are related. Dr. McClurkin is director of surveys and field service at George Peabody College at Nashville, Tenn., and has been secretary-treasurer for many years of the National Council on Schoolhouse Construction. Said Dr. McClurkin:

"A school building gains efficiency when it requires fewer dollars or men or hours in care or repair or use, and these are elements in economy. Efficiency may be gained, however, without involving the spending of money. Design influences efficiency without necessarily costing more or less in construction, operation or maintenance."

"The related economy may be measured in the additional learning activities made possible by good design, or in the increased use of space and equipment, or in the ease with which the teacher does whatever she is going to do anyway. Economy may be meas-

ured in terms of less fatigue on the part of pupils, teachers, principal or custodian at the end of the day—if the school building is efficient."

NO FEDERAL CONTROL

The administration of federal aid for the federally affected school district of Muscogee County, Columbus, Ga., has been entirely satisfactory, reported Nathan M. Patterson, the district's supervisor of special services. "As far as the federal government's coming in to the local system and dictating to us what should be done, how it should be done, and other entanglements—this was not experienced. Federal agencies recognized the standards established by the state and local authorities for construction of school buildings. The amount of bookkeeping was held to a bare minimum. Inspection and field reports were only as normally required. Other conditions in no way created a problem that could not be resolved either in normal correspondence or in conference."

REDUCING BUILDING COSTS

Some ways to reduce building costs without damaging the curriculum were described by C. L. Perry, assistant superintendent and business manager for the Caddo Parish school board of Shreveport, La. He summarized briefly the 13 principles of economy prepared and published by the National Council on Schoolhouse Construction and then talked about "those things which cause the bids to go beyond

the budget limitations," stressing, however, that "over-economy in initial cost results in long suffering on the part of the owner in maintenance problems and high insurance rates."

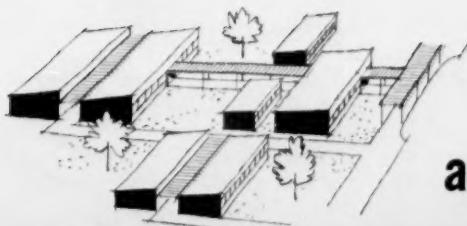
As economy possibilities in many instances, he suggested the use of (1) reinforced concrete for structural systems, to be left exposed in the finished job; (2) lightweight aggregate concrete for roof decks; (3) avoidance of special glass areas that cause excessive brightness, glare, cost and upkeep; (4) tough stock for all exterior doors; (5) selection of floor coverings for the long-run economy; (6) avoidance of complicated controls for heating and ventilating; (7) special attention to selection of good materials for plumbing, and (8) purchase of paints that are resistant to wear and tear.

CONSIDER EFFECTS ON INSTRUCTION

When further economies must be made to stay within a budget, the controlling question, said Mr. Perry, should be: "What effect will these changes have upon the instructional program?"

"Today the primary and secondary school has in many areas arrived as a community center of teaching, of self-expression, and of the development of the whole person. It is a community center of the people, by the people, and for the people," the school business officials were told by E. B. Van Keuren, a Birmingham architect.

"The modern school plant is strictly tailor-made. It is a function of what goes on within its walls, and it



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exists solely for that purpose. These developments have inspired a more direct and functional use of the materials of construction. New technics are being used with a frankness that is at once both architecturally and economically pleasing, such as in the use of masonry units, large glass areas, exposed steel framework, the elimination of most plaster walls, and the use of interesting wall paneling.

"What of the future?" continued Mr. Van Keuren. "Judged by past developments, there will be more changes in school plant construction, changes

more radical in nature than most of us have vision to foresee or the courage to foretell. Sites for school buildings will be much larger. The general recreational and community needs will be coordinated at the public school. Most new school plants will consist of a series of simple structures, each designed to carry out one particular function. Air conditioning will become common practice.

"Improvements in lighting, heating and sound control will be far beyond anything we know today. The principle of modular coordination will

govern the manufacture of all building materials. Buildings will provide for greater flexibility; interiors may be changed almost at will with speed and economy. Equipment will be interchangeable; most of it will be of the mobile type. Storage space will be expanded and more attention given to its design.

"The school plant will be the place to which all paths lead for relaxation, for work, and for sheer enjoyment."

NEEDS TECHNICAL SKILLS

"The increased technical nature of operating our school plants places greater responsibility upon the administrator to utilize custodial services properly," advised E. H. Moldenhauer, director of maintenance for Fulton County schools, Atlanta, Ga.

He emphasized that custodial services must be evaluated not merely from the appearance and the operation of the physical plant but also from the point of view of good employee relationships and the cooperation of all the people within the building, including students, teachers and administrative personnel.

PLANNING THE LUNCHROOM

A paper by Ruth D. Heckler, food service director of the Orleans Parish public schools, New Orleans, described the importance and essential content of educational specifications for architects and contractors for planning and equipping school lunch-rooms.

Mrs. Heckler also stressed the importance of trained personnel and the advantages of engaging a food service consultant.

LUNCH FUND ACCOUNTING

The collection and accounting of school lunch funds was discussed by Walter R. Latapie, chief accountant for the Orleans Parish school board.

"Our school lunch program has grown from the sale of milk at a penny a half pint by a group of civic minded ladies back in 1916 to a program whose revenues and expenditures now exceed \$1 million annually, with reserves at the close of the last fiscal year of \$326,000. From this it can be seen that we in New Orleans have had a great deal of experience in the collecting, banking and accounting of funds. We have tried several methods of collecting and banking, one of which was by the sale of lunch tokens to the students prior to the

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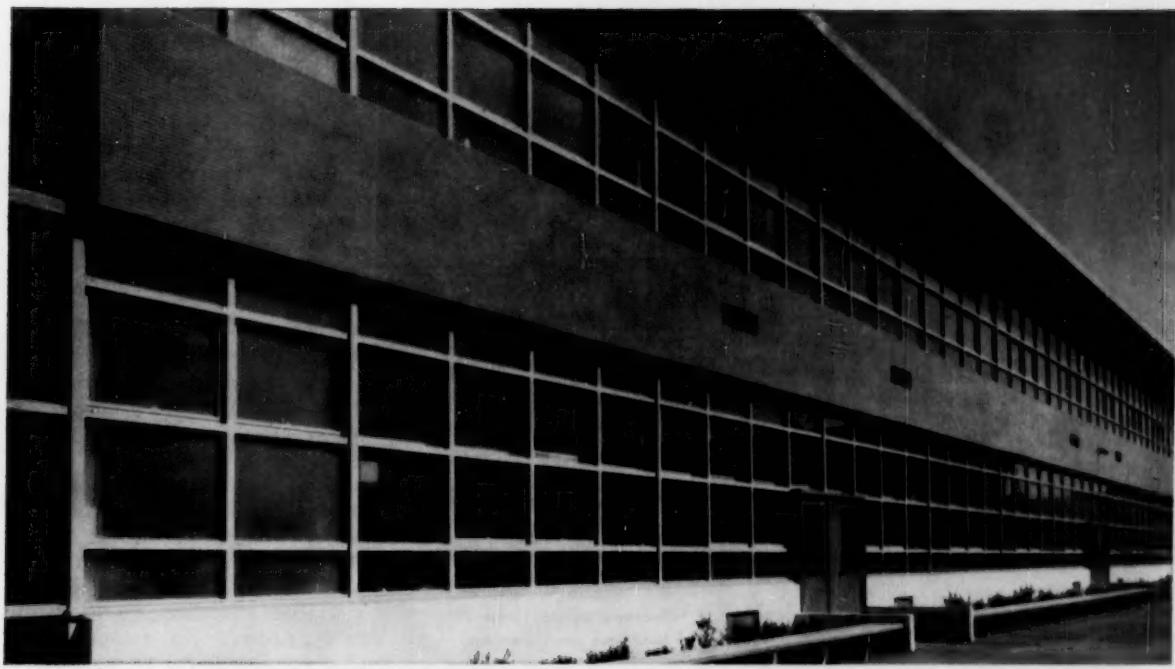
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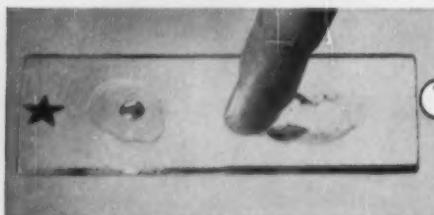
Parkland Union High School, Siegersville, Pa. Wall—Mosaic $9'' \times 6'' \times \frac{1}{8}''$ glazed wall tile, color 167. Deck—Granitex mosaics, pattern 1799, color Spruce Range. Gutter—Granitex mosaics. Pool lining—Ceramic mosaics, pattern 1003-A with Chocolate markers. H. S. Everett & Associates, Architects. Lehigh Tile & Marble Co., Tile Contractor.



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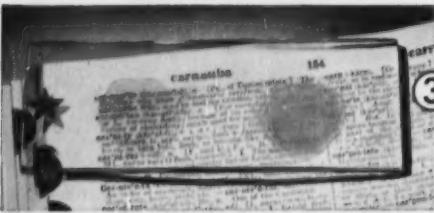
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lunch period. This has been abandoned, and we now collect cash at the time the lunch is served.

"At one time, the various lunch managers made their deposits at the banks near the schools involved. This resulted in a number of bank accounts being maintained. We have abandoned all these."

Mr. Latapie then described the method now followed in New Orleans. The school lunch manager at each school bags and seals the day's collections. These sealed bags are then picked up by a fleet of trucks owned and controlled by the lunch department.

Central lunch office personnel then count and rebag the money, which is then banked. From this point on, the accounting department takes over.

Mr. Latapie recommended that a detailed analysis of costs be furnished to lunchroom supervisors, for, he said, "the more detail you furnish, the quicker an analysis can be made for any mistakes and the quicker such losses can be corrected."

CONTROL OF LUNCH PROGRAM

In his discussion of "Management Policies for Cafeterias and Employment of Personnel," Dexter M. Jeffords, assistant superintendent in charge of business affairs for the public schools of Oak Ridge, Tenn., advocated centralized control for the administration of a school food service program. Some of the advantages, he said, are "uniformity in personnel policies, economy in terms of actual purchases, and uniformity in standards of food and sanitation and in the selection of equipment.

"An essential element of the school food program is some businesslike procedures. It should be recognized that the cafeteria is an integral part of the total educational program, for which there must be the right kind of organization and supervision and the right kind of personnel, with provisions for orientation and on-the-job growth. Other essentials are that supplies be provided at the time they are required, that health and sanitation conditions be assured, and that equipment be kept in good condition."

MAINTENANCE VS. CAPITAL OUTLAY

In his discussion of maintenance versus capital outlay, Fred W. McEwen offered practical definitions of both terms. Mr. McEwen is assistant



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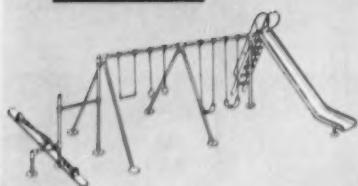
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superintendent of public schools at Jackson, Miss.

"Maintenance," he said, "consists of expenditures for the maintenance of the school plant, for keeping the grounds, buildings and equipment in their original condition of completeness or efficiency, either through repairs or by replacements with property of equal value and efficiency. (If additional values and increased efficiency result from replacements, these additional values should be charged to capital outlay.) The salaries of carpenters, painters, plumbers and other maintenance personnel carried on the school payroll should be included, as well as the total cost of plant maintenance work done on a contract basis or by local artisans who are not on the school payroll."

He defined "capital outlay" as follows: (1) purchase of sites, additions to sites, improvements to sites, playgrounds, athletic fields, and cost of title; (2) all expenditures for buildings or additions thereto, including advertising for contracts, contracts for construction; installation of plumbing, lighting, heating, ventilation, wiring, built-in features and lockers, and so forth; architectural service, legal service, travel and the like; (3) remodeling or improving buildings, changing type of heating system, changing regular room to special room or elementary building to junior high; (4) books for a new library; (5) all furniture and equipment, including initial transportation of equipment and replacement of it for increased efficiency.

URGES USE OF PURCHASING MANUAL

In no area of school administration has planning been afforded a greater opportunity for service than in purchasing, said Jesse B. Myers, supervisor of purchases for the public schools of Louisville, Ky.

"The procurement function today is thoroughly organized and competently staffed. School purchasing involves more than just a simple exchange of money for goods and services. The purchaser must be thoroughly conversant with the ramifications and the operations within a school system and fully versed with the purchasing policies as outlined by his board. And he must know many things about what he is buying and from whom he is buying."

Mr. Myers recommended that every school district compile a manual for

the purchasing department to provide an authoritative reference on all matters of policy.

FOR SUCCESSFUL DELIVERY SERVICE

"A successful delivery service will be based on (1) a basic survey adjusted to meet changing conditions, (2) a carefully planned program, and (3) a definite schedule," said Monroe Melton, director of purchases, supplies and equipment for the Dade County Board of Public Instruction, Miami, Fla.

The survey appraises the needs of the areas to be served in terms of 'how frequently' and 'how much.' Constantly changing conditions also require that the survey be more or less continuous.

"The program then gives direction and stability while coordinating the delivery service.

"Thus, the plan and the program are expressed in a scheduled sequence of commodities to be delivered.

"In Dade County," said Mr. Melton, "the delivery of mail to the various schools is combined with the delivery of audio-visual equipment. Only one truck is being used, with each day's driving schedule exceeding 100 miles and requiring an average of about nine hours."

PAUL WEST IS BANQUET SPEAKER

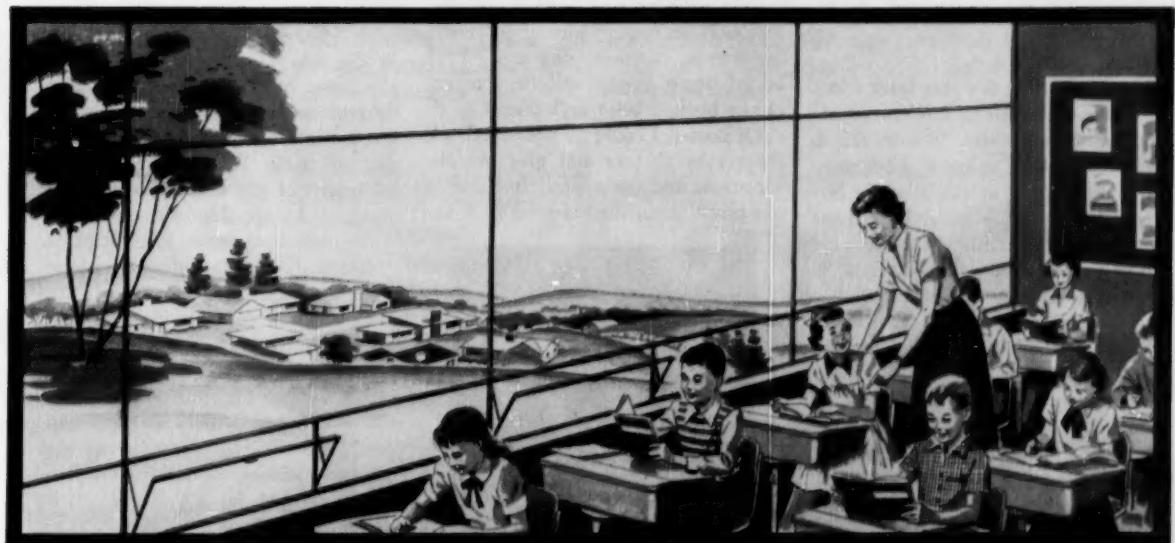
The banquet speaker was Paul D. West, superintendent of Fulton County schools, Atlanta, Ga. He emphasized the important rôle played by school business management in the over-all educational program.

Official greetings for the parent organization were expressed by J. Wilbur Wolf, business manager for the public schools of Omaha, Neb., and first vice president of the Association of School Business Officials of the United States and Canada.

Other school administrative and business officials on the program included the following: William Henry Shaw, superintendent of Muscogee County Schools, Columbus, Ga.; John R. Montgomery, assistant superintendent of public schools, Mobile, Ala.; George Wilson, purchasing agent, and C. M. Self, director of transportation, Jefferson County schools, Birmingham, Ala.; O. P. Richardson, assistant director of the division of administration and finance for the Alabama State Department of Education, and Fred L. Kelly, business manager for the public schools of Birmingham.



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Mental Health Is for All Children, and Teachers, Too!

Book Review by MARK C. SCHINNERER
Superintendent of Schools, Cleveland

MENTAL HEALTH IN MODERN EDUCATION. *Fifty-fourth yearbook of the National Society for the Study of Education, Part II, 1955. Prepared by the yearbook committee: Paul A. Witty (chairman), Herbert A. Carroll, Paul T. Rankin, Harry N. Rivlin, and Ruth Strang. Edited by Nelson B. Henry, secretary-treasurer, N.S.S.E. Distributed by University of Chicago Press, Chicago. Pp. 397. \$4, clothbound; \$3.25, paperbound.*

WHEN I first saw this book about mental health in modern education, my thought was, "Really, this is more than I want to know about mental health." I felt a little like the boy who went to the library and asked the librarian for something about penguins. She gave him a very large book, one which told the whole story. When he returned the book some two weeks later, the librarian asked him how he liked it. His answer, given somewhat hesitantly, was, "Well, I liked it all right, but, really, it was more than I wanted to know about penguins."

The chief of our psychological clinic, Bertha Luckey, and Edward Kregenow, our supervisor of health education, read the book and told me what they thought of it. Hence, what I am going to report is what we think of it—a couple of experts and I.

First, we agree that it is an excellent publication. There is some overlapping among the chapters, but that is to be expected, since the chapters have different authorship. But that overlapping and occasional repetition are rather significant. It is evident that we have come of age in the field of mental health. I've searched the list of titles of former yearbooks and can find none that deals with the subject matter of this book. And there is a reason. Fifteen years ago this kind of book could not have been written with the agreement that is present, chapter to chapter. There had not been a meeting of minds on the sub-

ject. There were many differences of opinion and no authors could have produced the unified theme that obtains in this book. It is an excellent production, I repeat, and I congratulate the committee and the authors on their good work.

I liked the last chapter best, and I suggest to anyone who hasn't read the book but intends to that he read the last chapter first. Also, if that is all he has time to read, read it. Maybe that will encourage him to read the in-between chapters. It's a kind of boiled down version of the contents of the book, a good evaluation.

Of course, I could go over the book chapter by chapter and give my observations and evaluation. But that is too much about mental health. What



Mark C. Schinnerer, superintendent of schools at Cleveland, discussed the N.S.S.E. yearbook, "Mental Health and Modern Education," at the society's recent meeting in Cleveland. This review of the book is based on that discussion.

I propose to do, instead, is to give brief answers to three questions:

1. Was there a need for the book?
2. Is the material valid?
3. Who will find it useful, and for what?

Was there a need for the book? Of course, there was a need for the book. The statistics indicate that mental health has become a great problem in this country. This book reports, for

instance, that now each year a million persons receive treatment in institutions, and, of course, many receive treatment from private practitioners. To quote from Chapter 1, "Some authorities estimate further that one person in 20 will sometime be admitted to a hospital because of a mental disorder and that another one in 20 will be temporarily incapacitated by emotional or nervous instability at some time in his life." Furthermore, the problem seems to be increasing. We may reach the point indicated by this old quote—not exactly quoted—in which a man said to his wife, "Martha, methinks that everyone is a bit queer save thee and me and, sometimes, I have some doubt about thee."

A great many people, from childhood on, are in that narrow zone of mental balance in which just a little push will send them over the edge into instability. Part of the responsibility—but certainly not all of it—lies in the school situation, where some alleviation of the potential personality disorder would be a great help. The teacher is the key person in this setting, of course. Furthermore, the mental health of the teacher is of major concern. An unstable teacher will certainly push many pupils over the brink.

But the problem is more than prevention of breakdown. We should also give attention to a positive program for making happier and healthier children. The youngster with a kind of robust love of life, full of enthusiasm for what happens today and will happen tomorrow, will learn better and achieve more. If it sounds old-fashioned to plug for scholarship, make the most of it.

As I said earlier, the field of mental health has achieved some maturity. The need for spreading the word and providing the means is here. Yes, there was a need for this book.

Is the material valid? I'm not a good judge of that. The experts with whom I consulted, however, say that it is. They point out that this book is not a hazy Utopia or a nebulous daydream but a carefully built structure in which the common principles of mental health underlie the presentation of each chapter. Apparently the authors have reached common agreement on the basic principles of mental health. One agreement that pleased me especially was that mental health is for all children, not just for abnormal or disturbed ones.

(Continued on Page 122)

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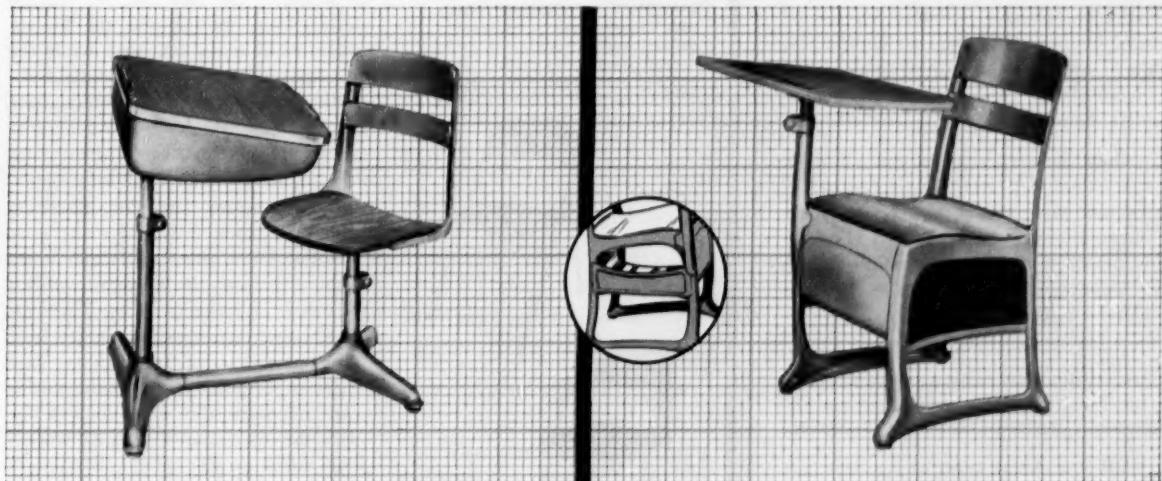
Many desks resemble the American Universal Desk; many chairs, chair desks and tablet-arm chairs look like the American Envoy line—for these and other American Seating products have been copied often. The similarity ends, however, with appearance. American Seating quality, service and leadership stand alone.

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Of course, the authorship is a measure of validity. These are eminent people who have studied and mastered principles plus an understanding of the practical conditions of managing a school system, a school, and a class. Also, no one claims a corner on how to do it, but there is an evident recognition of perspective, in which varied roles are played by the specialist, the teacher, the social worker, and the administrator. I wish, also, that we could get all parents to read the chapter by Bonaro W. Overstreet.

IT HAS MEAT

One other thing about the material. It isn't something you merely read and possess. It can be studied with profit. It has more than surface; it has meat.

Yes, I am convinced that the material is valid, and I suggest that you recommend it to others for reading and study.

Who will find it useful, and for what? Principally, it is a book for school people. It should be useful in the original training of teachers. A young person training to teach might as well face the fact that she will be dealing with people and the human problems of living and that, while the principal job is to teach reading, arithmetic and so forth (more heresy), one can do a better job of that if he knows his youngsters and keeps them sane.

Also, it is a source of information and suggestions for the practicing teacher. I think it would make good material for a series of faculty meetings. I believe the modern wording of this is inservice training. There are good basic understandings in this book plus some practical suggestions. Also, there is perspective, so that the teacher can understand the varied roles of herself, the specialist, the social worker, the administrator, and the parent. Wouldn't it be wonderful if we could get the parent to be a member of the team?

The superintendent of schools, of course, finds much in the book of value and interest—at least, the one who can find the time to study it will make the discoveries. The most useful chapter for the superintendent, of course, is the one by H. L. Shibler, in which evaluative criteria are set up by which the mental health program of a school system can be judged.

I am sure that this book would be useful to others, but from where I sit it will be of most value to the professional staff of the school system.



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wire from Washington

By EDGAR FULLER

Supreme Court decree

► The hearings of the Supreme Court on implementing the historic decision on racial segregation in public schools appeared to be leading the court toward a gradual approach. Several states testified that their public school systems would be destroyed or severely damaged by orders for immediate integration. Not even the U.S. Government favored it, and as a practical matter it is difficult to understand how the process can be other than gradual.

The court may hand down its decree by May 31, the regular date for adjournment. It will probably stay in session throughout June, however, as it has in other years. A tip-off on the extremely heavy and important court calendar is to be found in the fact that Justice Douglas recently canceled an already planned early spring exploring trip to the Arctic, which is about like President Eisenhower giving up golf. Of course, the court could adjourn without making a decision during this term, but this is unlikely.

Need for school facilities

► Last February, Secretary Oveta Culp Hobby told Senator Hill's committee that there was a deficit of 312,000 public school classrooms in the country in September 1952 and that on the basis of this information the Office of Education had estimated that there would be a deficit of 407,000 classrooms by September 1959. These figures came from the first or "status" phase of the National School Facilities Survey which evaluated school building adequacy in 39 states and four territories as of September 1952. Late in March, Secretary Hobby predicted to the Barden committee in the House that there would be a deficit of only 176,000 classrooms by 1959. This time her source was the tentative reports from 34 states and three territories of the second or "long-range" phase of the same survey. This phase

deals with what each state actually hopes to do by 1959 if it can and was never intended to describe programs to meet either the total need as of 1952 or the estimated total need as of 1959.

Secretary Hobby did not make it clear that the two phases of the survey were not comparable. Phase II data were ignored in the Senate and Phase I data were neglected in the House. Phase II of the survey was not mentioned in the Administration's Senate testimony although tentative reports from 28 states and three territories were then available. Six weeks later, tentative Phase II reports from 34 states and three territories were used in the House testimony as a substitute for the Phase I data. The result is that the entire country has been misled, innocently by the press, not so innocently by a number of die-hard opponents of school construction aid.

A 176,000 classroom shortage in 1959 was arrived at by subtracting construction at the present rate of 60,000 classrooms annually for five years from the total of 476,000 classrooms the states have said they hope to have built by 1959. So far, they have fallen short by constructing only 60,000 of the 476,000 during the first year. They would have to build 104,000 each year during the next four years to reach their planned programs under Phase II of the survey.

One month after the misleading headlines appeared, no correcting statement had been filed with either Senate or House to clear up the public misunderstanding. Neither had any corrections been made through the press on a national scale, although a short memo addressed to the Office of Education staff was made available to anyone who asked for it. The confusing statistics were presented late in March by Secretary Hobby. The Administration's testimony was concluded on April 28, after six days of hearings over a period of a month.

The current rate of construction is about 60,000 instructional rooms a year. The Office of Education estimates the public elementary and secondary school enrollment increase at 1,480,000 for the current year. This annual increase will become larger each year for at least six years. These increases in school population alone will require not less than 50,000 new instructional rooms each year.

The Office of Education estimates that because of obsolescence, district consolidations, shifting populations, and other factors, another 20,000 rooms will be required annually. Applying the history of increased enrollments and school construction since 1952 to the Phase I survey statistics as of that date, the present deficit is about 300,000 instructional rooms; to eliminate this by 1960 would require an additional 50,000 instructional rooms each year. If we are to house all public school children properly within five years or so, it appears that the present 60,000 construction rate must be doubled. The most conservative estimate heard among students of the problem here is that there must be an increase to 90,000 instructional rooms each year to catch up by 1960. This is the estimate Commissioner Brownell gave to the House committee on education and labor.

U.S. Office reorganizes

► Commissioner Brownell is reorganizing the Office into three broad divisions: grants, research and services. The grants area will be under Assistant Commissioner Rall I. Grigsby, whose jurisdiction will cover the so-called federal assistance laws for federally affected school districts but not grants for land-grant colleges or vocational education of less than college grade. Consultant Julian Butterworth, formerly of Cornell University, is organizing the research area. A new assistant commissioner will be appointed for research soon, since Dr.



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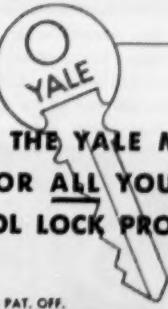


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Commissioner of Education Samuel M. Brownell, left, discusses the reorganization of the United States Office of Education with Assistant Commissioner Rall I. Grigsby, who is in charge of the grants area; Julian Butterworth, consultant, who is organizing the research area; Assistant Commissioner Wayne O. Reed, coordinating the services area.

Butterworth is slated to retire June 1. Assistant Commissioner Wayne O. Reed will administer the service area.

In recent years there have been many vacancies in major professional positions in the Office of Education. Most of these are now being filled. On April 8, Helen K. Mackintosh became chief, elementary schools. On April 24, Ambrose Caliver became the specialist in adult education, a position vacant since late in 1952. Both were promoted from other positions within the Office. Frank L. Sievers, formerly executive director of the American Personnel and Guidance Association, has been appointed as chief of the guidance and personnel section effective July 1.

Other positions to be filled in the division of state and local school systems as of July 1 include a specialist for the physically handicapped, a specialist for early childhood education, a specialist for guidance and pupil personnel services, a director for instruction, organization and services, and a specialist for elementary science.

Altogether, 25 of the 29 vacancies in top-level professional positions are to be eliminated by the beginning of fiscal year 1956.

Left to right are Herbert Conrad, who will have charge of statistical services in the new research area; James H. Pearson, formerly acting assistant commissioner for vocational education divisions and now assistant commissioner, and Ambrose Caliver, assistant to the commissioner, who has been named chief of the new adult education section, division of state and local school systems, all in the Office of Education.

sociation of Manufacturers, and Galen Jones, director, Council for Advancement of Secondary Education.

Universal military training

► Secretary of Defense Wilson has reluctantly agreed that the modified universal military training bill now on its way through Congress shall not include authority to draft youths for the new program.

The plan most likely to succeed appears to be one that would set up a special training course of six months for from 100,000 to 300,000 youths 17 and 18 years of age on a volunteer basis. After six months' basic training, these men would be assigned to the "ready reserves" for seven and a half years. Volunteers completing the six-month program would be subject to call to active duty or court martial for violation of training duties while in the active reserves.

This would be a modest beginning on a U.M.T. type of program which might be expanded when there is an increase in the number of youths of this age beyond the current requirements of the armed services. Meanwhile, of course, the draft for 24 months of active service will continue to maintain necessary armed strength.

Road financing

► The Senate roads subcommittee has reported by a 6 to 3 vote a five-year federal-state road building program that would add a cent per gallon to the federal gasoline tax and change the federal-state matching formula for interstate highways from 60 per cent federal-40 per cent state to 75 per cent federal-25 per cent state. Federal aid for interstate highways would be increased from the current \$175 million per year to \$1 billion next year, with gradual increases to \$2 billion per year by 1960.

(Continued on Page 128)

Left to right are Carroll Hanson, director of publications services; Raymond C. Gibson, formerly with the international division and now associate chief, teacher education, division of higher education, and Frank L. Sievers, executive director of the American Personnel and Guidance Association and new chief, guidance and student personnel section, division of state and local school systems, Office of Education.



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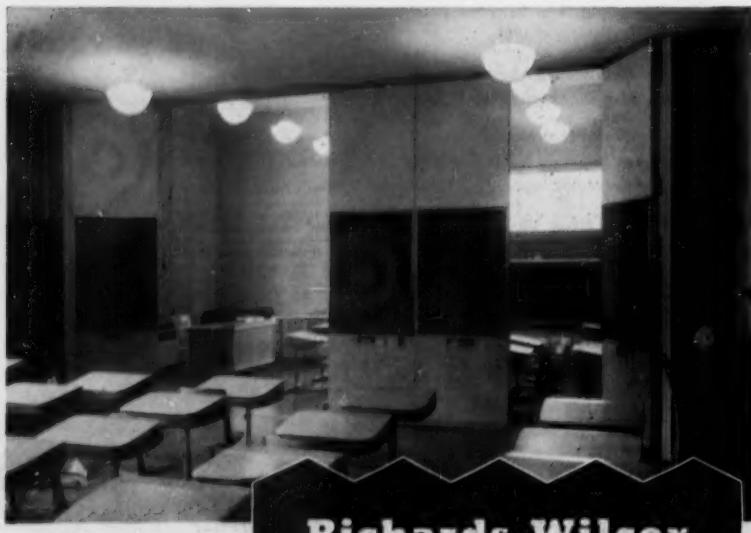
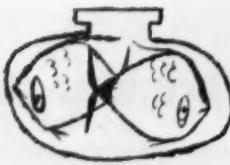
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The current \$710 million federal aid to states for primary, secondary and urban roads would be increased to \$1.1 billion next year. These federal aids would continue to be matched 50-50 by the states.

In addition to the further federal invasion into the gasoline tax field upon which the states rely heavily for state tax revenues, the new highway plan would require the states to appropriate an additional \$570 million in matching funds next year and not less than an additional \$820 million each year by 1960. By 1960, federal aid to roads would be \$3.1 billion annually, matched by a total of \$1.6 billion of state funds.

This is the most modest road program now before Congress. The Administration's 10 year \$100 billion program would call for much larger annual appropriations by the states.

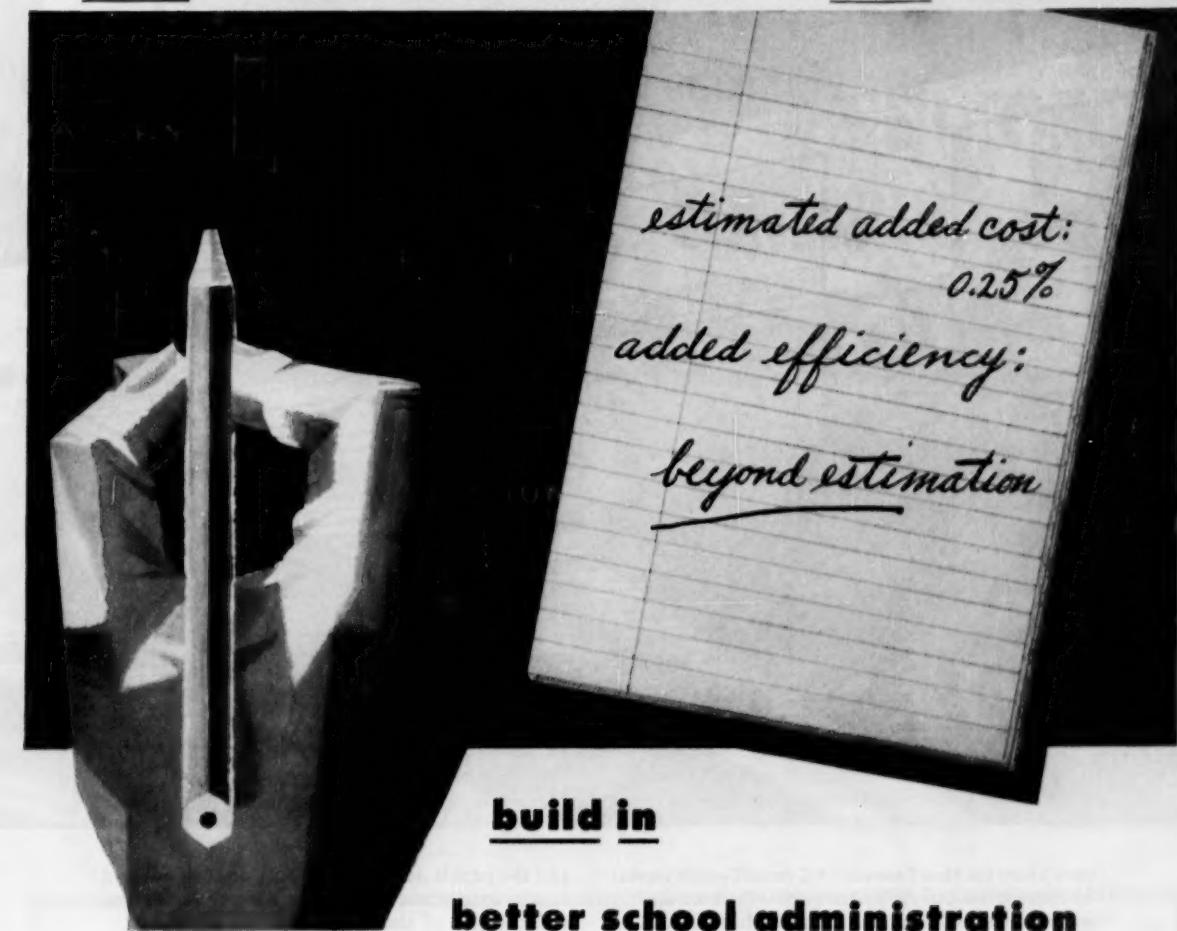
Sooner or later, federal discrimination against schools in favor of grants for other public physical facilities will cause the people to reassess the relative values and equities in this situation. Meanwhile, federal agencies for roads and other facilities are moving in with larger federal matching incentives to skim off state funds that might otherwise be available for schools. Lacking federal grants themselves, the schools will increasingly find themselves unable to compete for state appropriations.

"School milk" program

► Last year the Department of Agriculture insisted that according to the law, every half-pint of milk sharing in the special \$50 million subsidy for school milk must represent a demonstrated increase over milk previously consumed. This necessitated so much red tape that the regular lunch program often had to be neglected. Complaints piled up in Washington from every state.

"School milk" reporting became so difficult that the statistics were of doubtful accuracy. In view of this, the Department of Agriculture has looked harder at the law and finds that there is leeway in it under which the department may be able to make desirable changes. Early in May ways to effect these changes were explored in a three-day meeting with the school lunch advisers and representatives of the dairy industry. The federal administration of the school milk program is on its way toward substantial improvement for next year.

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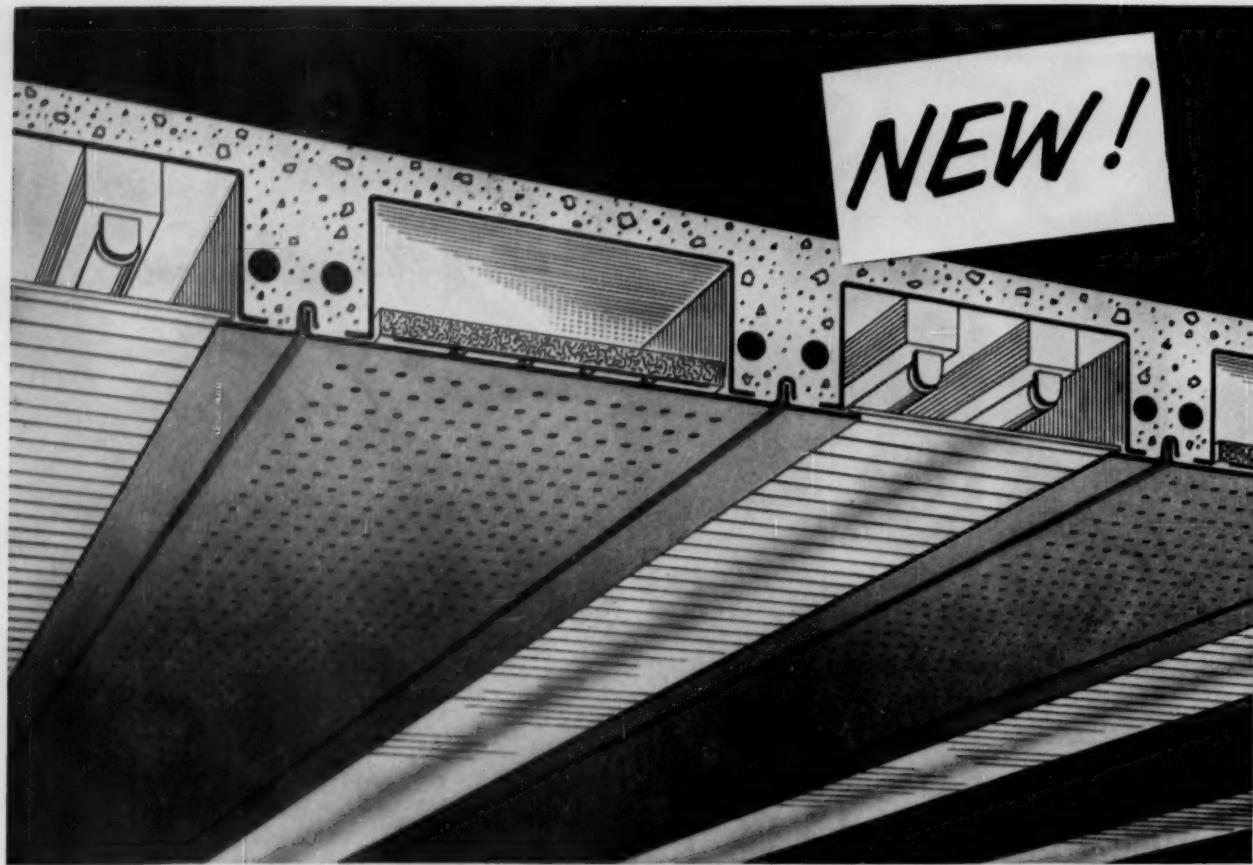


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Since the TAC Panels carry no building loads after the concrete has cured, all fire-resistive ratings are based on the reinforced concrete structural system.

PROVEN IN MICHIGAN SCHOOL BUILDINGS



TAC Panels in place, ready for pouring concrete at one of 14 Michigan schools now under construction with this new system. See how the long span design reduces shoring requirements to only mid-point support. **Marsh School**, Detroit, Michigan. Architect: C. Gabler. Detroit Board of Education, George L. Schulz, Consulting Architect. Contractor: Ellis Construction Co.



Here's a quiet, well-lighted classroom . . . the result of TAC Panel construction. Maintenance costs are low, because the ceiling can be washed or painted as needed, without reducing the acoustical efficiency. The plastic diffusers are easily removed for servicing lighting fixtures. **Pasteur School**, Detroit, Michigan. Architect: Leo M. Bauer. Contractor: Maurice Strandberg Co.



An ideal ceiling for gymsnasiums and multi-purpose rooms. The acoustical treatment "built in" the cellular steel panels cannot be damaged by balls thrown against it. The recessed lighting fixtures are economically protected by wire guards. **Gompers School**, Detroit, Michigan. Architect: Donaldson & Meier. Contractor: A. W. Kutsche & Co.

FENESTRA TROFFER-ACOUSTICAL PANEL SYSTEM CUTS COST OF REINFORCED CONCRETE SCHOOL CONSTRUCTION

**Multi-purpose Steel Panels provide long-span forms for concrete joists
plus acoustical ceilings and recessed lighting troffers built right in!**

Multi-purpose is the key to economy in school construction. The NEW Fenestra* Troffer-Acoustical Panels (TAC Panels, for short) are designed for multi-purpose use of materials and construction labor. They permit you to have acoustical treatment and lighting—features that usually require extra time and labor—*built right in the structure itself.*

Money is saved because 3 expensive building materials are wrapped up in these economical building panels: (1) the forms for concrete joist construction, (2) metal pan acoustical ceilings, and (3) recessed lighting troffers.

Time is saved because the structural floor for the rooms above and the acoustical ceiling and lighting system for the rooms below are completed at the same time . . . with

only paint, finished flooring and installation of fluorescent fixtures to be done after the concrete has cured.

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Ask your architect to investigate the New Fenestra TAC Panel System. Even if your plans are now on the drawing board, they may easily be adapted to use it. Write today for your copy of the new brochure, *Fenestra TAC Panel System* Detroit Steel Products Co., Dept. NS-6, 3405 Griffin Street, Detroit 11, Michigan. *Trademark

NEW! TROFFER PANEL for Fenestra "D" Panel Construction in one-story schools

Now you can have *built-in* troffer lighting in one-story school buildings designed with Fenestra Type "D" Acoustical-Structural Building Panels.

Standard troffer lighting fixtures may be installed flush with the acoustical ceiling in this new Type "D" Troffer Panel, eliminating hanging fixtures and exposed wiring conduits.

Write Detroit Steel Products Company, Dept. NS-6, 3405 Griffin St., Detroit 11, Michigan, for your copy of the new book, *Fenestra for Schools*, and for complete details on this new Troffer Panel.



**TROFFER-ACOUSTICAL
BUILDING PANELS**

NEWS IN REVIEW

Mississippi Law Makes Students Responsible for Segregation

JACKSON, MISS. — An attempt was made to strengthen segregation enforcement in Mississippi by the passage of a new law which places responsibility on students themselves. The purpose of the law, approved in special legislative session, is to prevent white children from attending the same schools Negroes attend.

The bill provides fines of from \$1 to \$25, a possible six months in jail, or both, as a penalty for white students who attend state supported schools with Negroes.

Dr. Stoddard Recommends Rehabilitation of Some Teachers

SPOKANE, WASH. — Teachers who are emotionally and mentally unfit for teaching create a serious problem, Alexander J. Stoddard, former superintendent at Los Angeles, told delegates to the annual convention of the Inland Empire Education Association here.

These teachers, he said, need to be reinspired, rejuvenated and sometimes rehabilitated. Many can be rehabilitated through inservice courses or through sympathetic help from supervisors. At the present time, he continued, schools do not provide teachers with sufficient guidance, nor does the typical school system really permit them to improve themselves while on the job.

Dr. Stoddard proposed that every teacher receive a compulsory year of sabbatical leave every 10 years. During this year the teacher would be required to travel or engage in some other form of self-improvement.

He suggested that superintendents needed to take action to prevent teachers from stagnating in one position, citing the case of one teacher who had taught the same grade (second) in the same room for 35 years. Teachers should be transferred every five years or so, being placed in a different classroom situation. This policy, he said, should also be applied to principals.

"Let's not put our teachers in a groove and then keep them there," he said. "Something happens to a

teacher, or an administrator if she goes back to the same class year after year. She needs to be stimulated and inspired. We should think of the welfare of our children, not only the convenience of the teacher or of the principal."

Harold Stassen on Program of National P.T.A. Congress

CHICAGO. — Harold E. Stassen, special assistant to the President for disarmament, will be the featured speaker at the annual convention of the National Congress of Parents and Teachers here May 23 to 25.

"Better Homes, Better Schools, Better Communities for a Peaceful So-

cietry" will be the theme of the convention. Speakers will include: Wauvine Walker, president of the National Education Association; Mrs. Ernest Evans, president of the Canadian Home and School and Parent-Teacher Federation; Marcus Bach, school of religion, State University of Iowa; Bonaro Overstreet, author and lecturer; James W. Clarke, Princeton Theological Seminary; William G. Stratton, governor of Illinois, and Richard J. Daley, mayor of Chicago.

Round table discussions will deal with P.T.A. programs for better homes, schools and communities.

At the convention, the new headquarters building will be dedicated.

Schools Need Clearly Stated Policy on Instructional Use of Free Materials, Says Recent A.A.S.A. Booklet

WASHINGTON, D.C. — A deluge of free materials for educational use from persons with a product or an idea to sell is swamping the teacher, reports the American Association of School Administrators. In a recently published study, "Choosing Free Materials for Use in the Schools," the A.A.S.A. suggests ways for teachers and administrators to discriminate usable from nonusable free materials.

Most schools do not have a definite policy in the selection of materials for use from the welter of paper that arrives in the mail, the report stated. The association suggested that each school system should develop a policy for the selection of materials.

School administrators should consider when choosing free materials: (1) the relation the materials bear to the basic objectives of the school; (2) specific guide lines for selection and use of materials; (3) the limits to which teachers have official backing in the selection and use of the materials; (4) delegation of responsibility to appropriate administrative officials or other school personnel for selection and handling of materials; (5) provision of sufficient funds so that teachers are not forced to use free materials as substitutes for superior materials that could be purchased.

The inherent danger in using free materials, according to the booklet,

is that of influencing children to favor a particular interest. Sponsors often send these materials to the schools, the report explained, with the idea that some 30 million children—"a captive audience"—are all potential buyers who can be sold at an early age. Not that all the materials are bad, the association asserted; some it cited as excellent.

Some of the sponsors, the booklet stated, are motivated only by a desire "to make a contribution to education." Others, it said, were sugar-coating propaganda "to influence young minds at a formative stage, to win good will, to shape an ideology, or to increase consumption of a product or service."

"The only defensible basis on which to select materials, either free or purchased, is the degree to which they will make a positive contribution to the basic educational purposes for which the school exists," the association's report stated. "At times the only ready source of needed information is the free materials supplied by interested agencies outside the teaching materials production field. They help bridge the gap between the relatively abstract world of the text and the concrete world of current happenings," the A.A.S.A. stated in commending some materials for keeping pace with new findings and processes.

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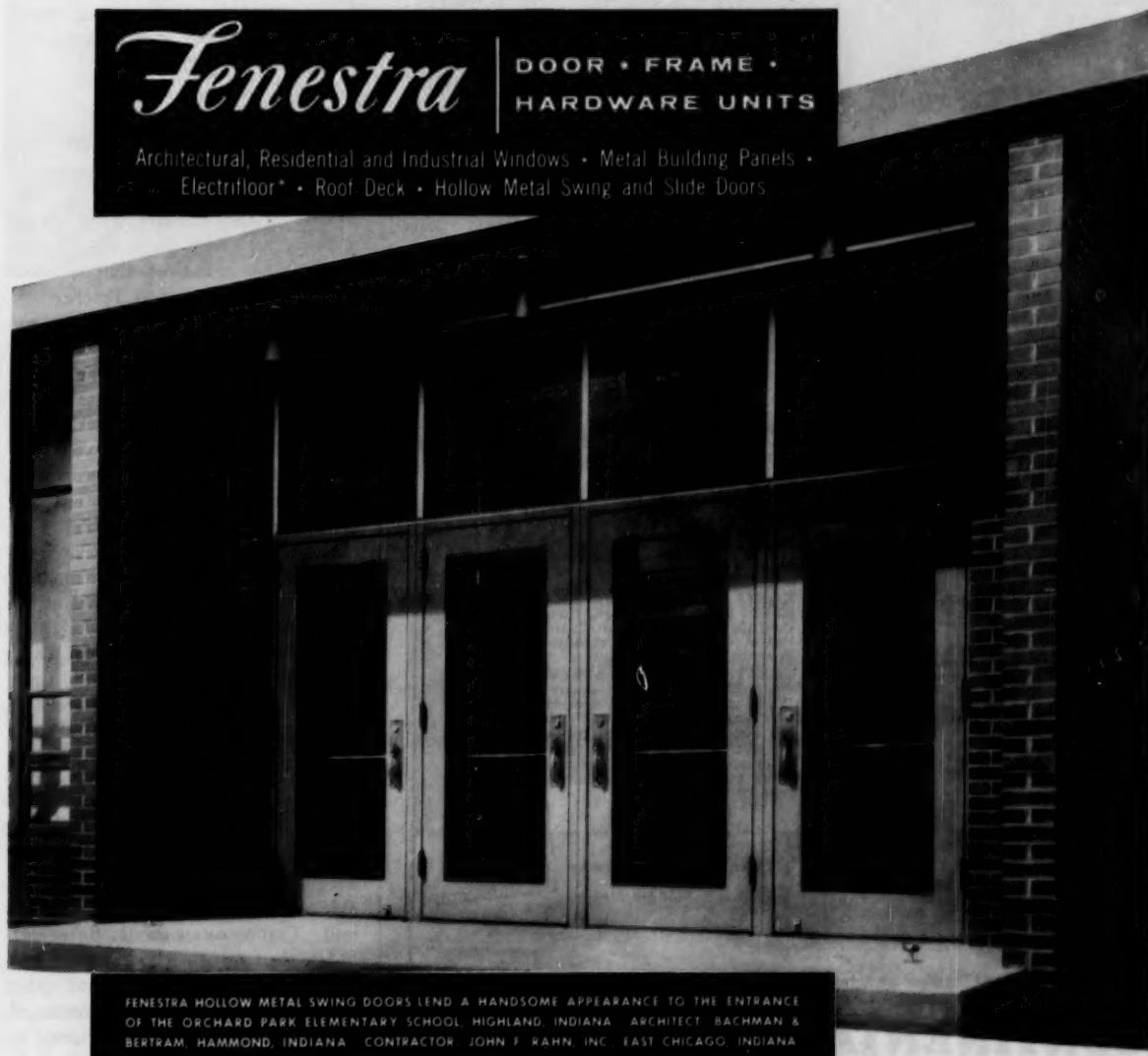
ping. Yet your savings don't end there. Maintenance costs are practically eliminated because Fenestra Hollow Metal Doors can't warp, swell, stick or splinter. They always open easily, smoothly. They close quietly because inside surfaces are covered with sound-deadening material.

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NEWS



United Press Photo

Six hundred pupils released 2000 balloons in Minneapolis, opening a campaign to raise a million dimes for a new junior high school in the village of Fridley. Balloons had free dinner tickets and a plea for dimes.

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New N.E.A. Film to Be Shown at Chicago Convention

WASHINGTON, D.C.—"Mike Makes His Mark" is the fifth in the series of public relations films being produced by the National Education Association in cooperation with the National Association of State Teachers Associations. It will be shown for the first time at the N.E.A. convention in Chicago in July.

The film tells the story of a junior high school youngster named Mike, who has all the potentials for becoming a delinquent. The film emphasizes how a good guidance program, a good environment, a well planned curriculum, and adequately prepared teachers help a confused youngster become a good citizen.

After its release at the convention, the film will be available for rental or loan through state educational associations.

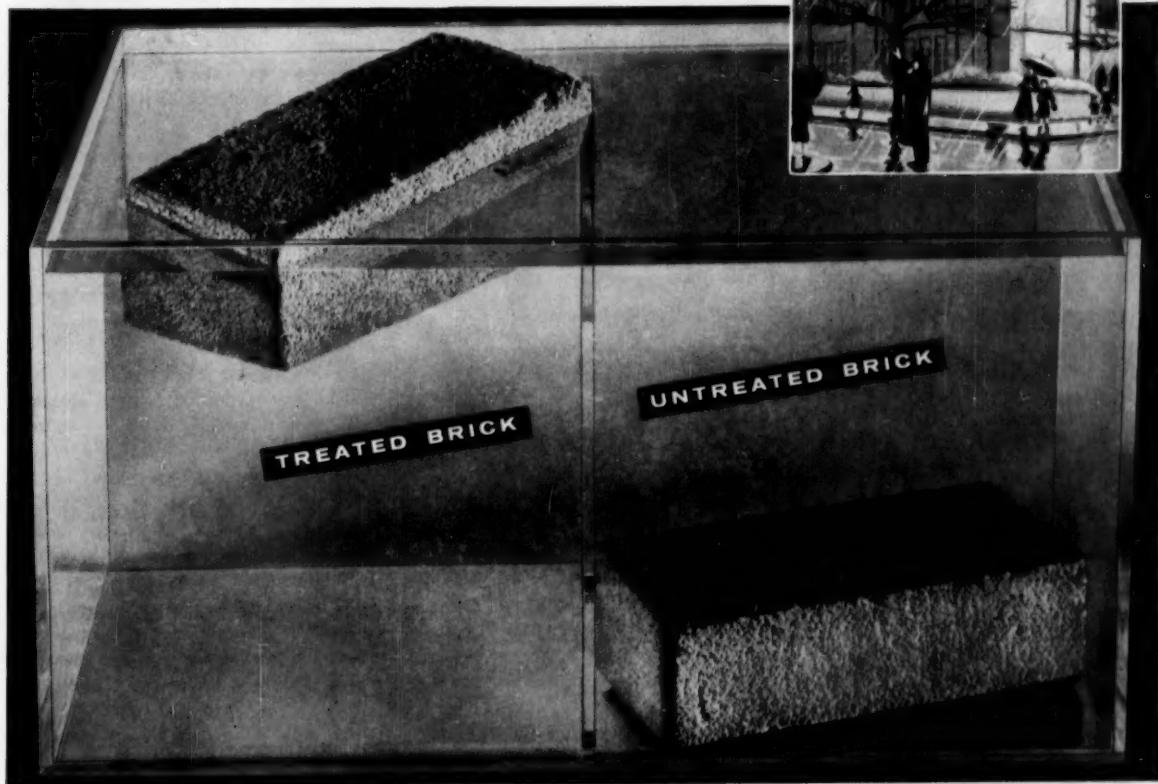
P.T.A. Urges Help to Migrant Workers' Children

CHICAGO.—Community action to provide better conditions for the children of migrant workers in every state is being urged by the committee on juvenile protection of the National Congress of Parents and Teachers.

According to the congress, some of the important problems cited for community consideration are illegal child labor, lack of adequate educational facilities for the children of migrant families, ignorance of, or disregard for, school continuation laws on the part of migrant parents and of communities, inadequate religious, health, medical and recreational facilities for the temporary residents, and a stand-off attitude on the part of the permanent residents.

Outlining a program with which local P.T.A.'s could improve the situation for these workers, Elizabeth S. Johnson, chief of the division of child labor and youth employment, bureau of labor standards, U.S. Department of Labor, suggested that P.T.A. members extend a welcome to the migrants. Parents and teachers should see that adequate medical facilities are available to the migrants, Miss Johnson said. Communities should foster attitudes that favor including migrants in religious, recreational and other community programs, she continued. Children's clothes can be collected so that migrant children will not be pre-

Fire bricks (used in test because of low density) here demonstrate water repellency of LINDE Silicones. Treated brick, unchanged in appearance, floats indefinitely. Untreated brick soaks up water and sinks.



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You can keep water out of your above-grade brick and masonry walls just as it's kept out of that floating brick, above.

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Fully protect new buildings. Fix up old buildings. These silicone-based water repellents prevent even 100-mile-an-hour wind-driven rain from penetrating brick and concrete. They do not change surface appearance.

Yet they *do* keep building surfaces clean, since water simply rolls down the sides, carrying dirt with it. Streaking and efflorescence are stopped. They are easily applied by spray or brush.

These silicone masonry water repellents end spalling and cracking caused by freezing moisture. They even prevent seepage where exhaust fans reduce indoor air pressure. They let no outdoor water in, yet the pores of the masonry can still "breathe."

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NEWS

vented from attending school because of improper clothing. Other community agencies should be encouraged to participate in incorporating the migrant worker into the community, Miss Johnson concluded.

Shuns Meeting Held at Club That Practices Bias

NEW YORK.—Because the meeting of the New York State Association for Supervision and Curriculum Development was to be held at a club

that practices religious discrimination, Alice B. Keliher, professor of education at New York University, announced that she would not address the scheduled meeting. Dr. Keliher had been announced as one of the principal speakers.

The association had announced that it would hold its annual meeting at the Lake Placid Club, Lake Placid, N.Y., May 15 to 17. Dr. Keliher's action came about after New York City's local No. 2 of the Teachers

Guild, A.F.L., had protested the choice of the meeting place. Charles Cogen, president of the teachers union, had questioned local participation in the conference because, he said, the club "normally bars Jews as guests" during its regular season.

Britons Ponder Revised Secondary School Pattern

LONDON, ENGLAND.—The pattern of British secondary education may be changing. Anxieties of British parents and children about the kind of secondary school the child is to attend may be eased, reported Sir David Eccles, minister of education, at a recent meeting of the National Union of Teachers. Sir David stated that secondary education should be available to all, with so wide a choice "that the increasingly various needs of the modern world will be satisfactorily met." Plans are under way to give parents a wider choice of secondary school.

At the present time an examination given to the child at age 11 decides what kind of secondary school he is to attend. The English school system provides three kinds of secondary schools. They are the grammar school, which gives preparation for the university; the modern school, which formerly was considered simply a senior elementary school and which still in large measure fulfills that function, and the technical school, which prepares students for the trades.

Children who receive the highest scores on the examinations for secondary school placement are sent to the grammar schools, where they are fitted for entrance to universities. Children who go to modern and technical schools generally leave school at age 15 for jobs or apprenticeships. At times a student sent to a modern or technical school shows ability and is transferred to a grammar school.

Many parents prefer to send their children to the "public," or independent, schools. They believe that the education provided there is better or that attending the school gives greater social prestige so that the financial sacrifice often made to meet the fees is worth while.

Improvement of the modern school as well as more careful attention to the transfer of able students to grammar schools will improve the school picture somewhat, Sir David said.



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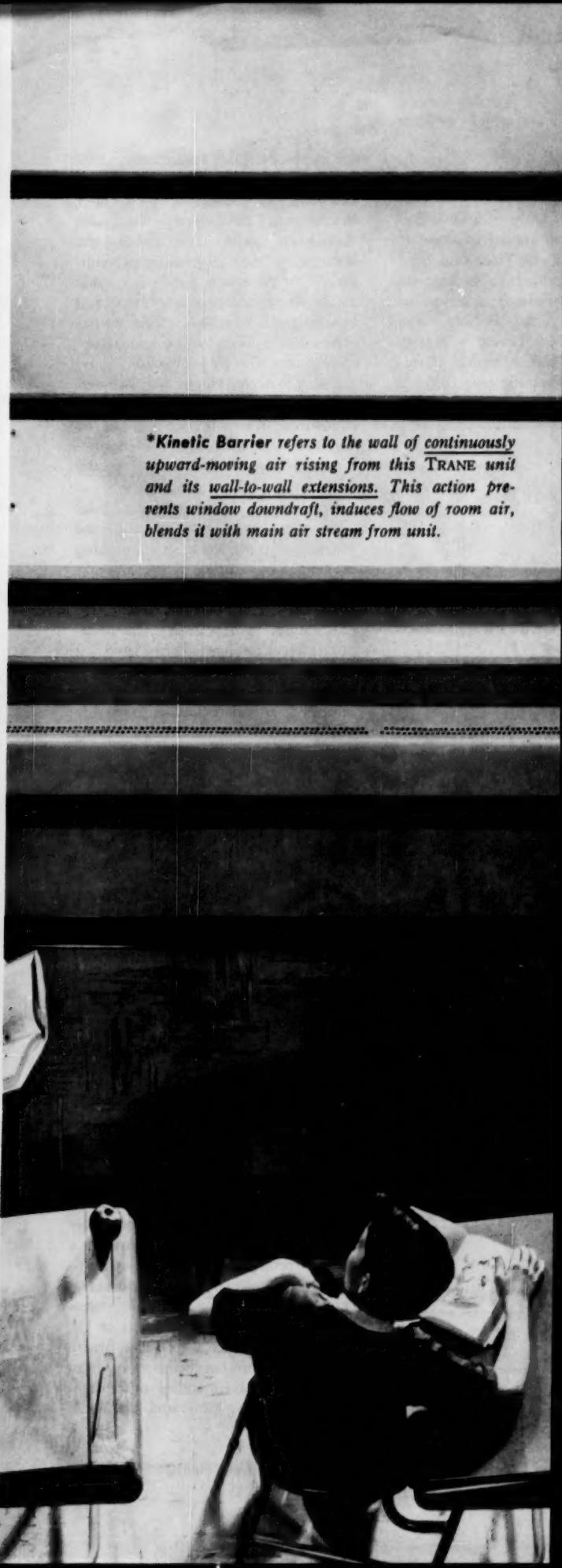
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New Trane Unit Ventilator with Kinetic Barrier action
stops window downdrafts before they start!*





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*Kinetic Barrier refers to the wall of continuously upward-moving air rising from this TRANE unit and its wall-to-wall extensions. This action prevents window downdrafts, induces flow of room air, blends it with main air stream from unit.

Modern schools created it—this very special problem — wall-of-glass downdrafts! That steady stream of icy air that flows down along walls of glass and into the classroom. Day-long downdrafts that can chill and annoy every minute the room is occupied.

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While the "blanketing" of windows during the heating cycle has been common practice for years, this still leaves pupils exposed to downdrafts—because cooling with outside air is required about 75% of the time, even in winter.

The need is for *full-time* draft elimination. And TRANE has it. New TRANE KB Unit Ventilators operate *even when the room heat is off!*

New positive approach! Unlike systems that try to correct downdrafts *after* they form, TRANE KB Unit Ventilators employ *Kinetic Barrier** action—the *positive* approach—and stop drafts before they start!

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NEWS

Adapt Radio for Special Audiences, Educators Told at Ohio State Institute

COLUMBUS, OHIO. — Radio is definitely on the way out as a medium for group listening and as the center for family entertainment, according to Leon Levine, director of the office of radio-TV at Columbia University. Mr. Levine spoke April 12 at the convention of the Association for Education by Radio-Television, one of six national allied groups holding

meetings concurrently with Ohio State University's 25th annual Institute for Education by Radio-Television.

Radio is destined to become the medium for specialized audiences and for those interested in educational broadcasting, Mr. Levine continued. Television, he said, is replacing radio as the center of family entertainment. Earl Minderman, field liaison offi-

cer of the National Citizens Committee for Educational Television and executive vice president of the Greater Washington Educational Television Association, called attention at the institute to the "impressive expenditures" the American public has made already for educational television: \$20 billion for educational plant investment, \$14 billion for its annual operating cost, and \$9 billion for receiving sets. According to Mr. Minderman, America has the money to finance educational television, and it can be obtained if key leaders of a community are sold on the merits of the project.

The use of film, radio and television can be a major help to the teacher in enlivening the teaching program, said another institute speaker, David D. Henry, executive vice chancellor of New York University. Educational broadcasters and telecasters reach two areas that have not been fully exploited, he said. One is the communicative power of a sincere, informed, articulate teacher, a quality that eludes the commercial casting director because it is not required in successful entertainment. The other is the large number of people who are eager for serious learning experience and who want to undertake systematic study with the help of the teacher-broadcaster.

American and British radio programs were compared by Burton Paulu, a former senior Fulbright research scholar with the British Broadcasting Corporation and now manager of the University of Minnesota's educational radio station.

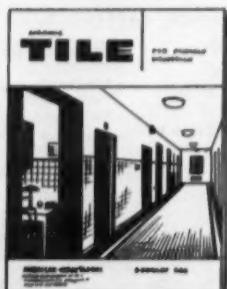
Dr. Paulu reported to the institute that "there is no evidence that the B.B.C., after 30 years of conscious effort, has been able to develop any consistently higher standards of discrimination among British listeners and viewers than has been attained in the United States with a competitive system of broadcasting

"A license-fee supported monopoly can, and probably will, provide a larger proportion of programs for minority cultural and intellectual groups, at the same time not necessarily overlooking the interests of the majority audience." Yet, the British audience trend has been away from the serious and demanding to the light and entertaining programs, Dr. Paulu reported.

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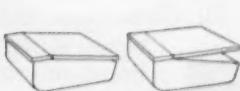
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NEWS



Home of the late Adolph S. Ochs, famed newspaper publisher, in White Plains, N.Y., which the local school board has purchased for use as an administration building. In 1955-56 it will be an elementary school.



GREENWICH lavatories

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Holy Rosary of Pompeii School, Kenosha, Wisconsin, has washrooms furnished with Greenwich vitreous china lavatories which have practical self-closing fittings, roomy basins and backs to protect walls. Other fixtures include Brook recessed drinking fountains, Kingston closets, Branham urinals. Surfaces are glass-like, lustrous, easy to keep clean and hygienic. Chromium-plated brass fittings match the fixtures in style and quality, are engineered for rugged school service. Send for catalog.



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M.S.S.C. Schools Maintain High Level of Support

NEW YORK.—Support of schools has kept pace with the rising cost of living in the communities whose schools are members of the Metropolitan School Study Council. This is not true, however, of the nation as a whole, the council stated in its annual report.

Comparative figures showed that the cost of living is about double what it was in 1939-40, which was selected as a base year. The report showed that the teachers' average salary in council schools in 1939-40 was \$2300; in 1954-55 it was \$5680. Median salaries of teachers today range from \$3600 to more than \$6600 a year. In other communities the teachers have not fared so well. The report estimated that in other parts of the country the average salary for teachers was \$3816 for 1954-55.

Communities in the M.S.S.C. also have increased the amount they spend on each pupil. In 1939-40 this amount was \$143; now the figure is \$400. Again the national average is lower—\$260. According to the council, the \$400 figure has meant a considerable increase in real estate taxes for these communities, as these taxes are the main source of local school funds.

The number of teachers for every thousand students in council schools has increased, and the teachers are better educated in terms of years of training, extent of travel and other desirable characteristics, the report stated.

Although the communities which belong to the council are in large part communities in which there are higher personal incomes than there are in the average community, Donald H. Ross, director of the council's financial report, stated that the importance of the findings lay in the fact that these people find education important enough to be willing to spend as large, or larger, a share of their incomes as they did 15 years ago to provide good schools. "This is not true of the average community in the country, which is not keeping up with the cost of living by spending as large a percentage of its income on education as it once did."

The council is made up of school systems in communities in metropolitan New York, southern New York

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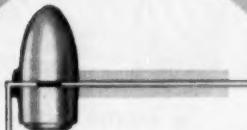
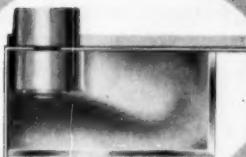


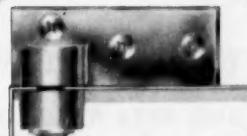
ABB Top Pivot • door and jamb leaves mortised. Asymmetrical design for use in institutions.



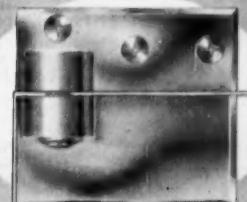
No. 580 Top Pivot • door and jamb leaves mortised. For bull nose type metal frame with wood or hollow metal doors.



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NEWS

State, northern New Jersey, and Connecticut. Data for the report came from 57 communities in New York, 20 in New Jersey, one associate member in Michigan, and another in Oklahoma.

Education of Women Presents "Confused, Vague Picture"

WASHINGTON, D.C. — The rôle women in our society play is an uncertain and contradictory one, states the first report of the commission on

the education of women of the American Council on Education. The report was prepared by Althea K. Hottel, dean of women at the University of Pennsylvania and director of the commission.

"Apparently we have not yet decided in this country whether women in their functions are to become first-class or second-class human beings. Is it any wonder, then, that the education of women, wavering between the primary and secondary rôles and some

vague ideas of compromise, presents a confused and confusing picture?" the report asked.

Educational opportunities for women are at a high level in this country, the report continued. At all ages between 5 and 18 years there is a slightly larger per cent of the total population of girls than of boys in schools. At the college level, however, men noticeably outnumber the women.

The nature of education for women is not clearly defined, nor apparently are women's purposes concerning their education or further goals, the report pointed out. "In discussions with various commission members some women have said that they find little relationship between their studies and their long-range responsibilities; that as students they were not given an adequate view of their future obligations and opportunities or a realistic approach to the conflicts and contradictions of their lives."

The commission report found that planning for the education of women should take into account these factors: More women in the foreseeable future will lead increasingly complex lives encompassing homemaking, gainful employment, and community service; women's life pattern changes significantly at different stages, a fact which emphasizes the importance of plans for a continuing education; knowledge that would help women in their successive choices and tasks is growing and should be made readily available to them, and, as far as capacity to learn is concerned, differences between the abilities of men and women have been recognized to be less important than differences in motivational patterns are.

Form Review Committee for Children's TV Shows

NEW YORK. — The quality of television entertainment for children presented by the National Broadcasting Company will be checked by the newly created children's program review committee, an N.B.C. representative announced. The move was made in response to widespread criticism of the quality of children's programs, he explained.

Frances Horwich, producer of the program, "Ding-Dong School," has been appointed supervisor of children's programs for N.B.C. Other

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gym floor than Marquette's own!"
says JACK NAGLE

Head Basketball Coach, Marquette University, Milwaukee, Wis.

"A properly laid floor of resilient, bright Northern Hard Maple surpasses any other surface I know of for the modern game of basketball," says Jack Nagle, Coach of the Marquette University Warriors. "Our floor was laid in 1922. After 33 years of strenuous use, and with only ordinary maintenance routine, it's still as fine a floor as any our teams have played on. Certainly Hard Maple's natural characteristics are superior to those of any synthetic gym floor surface I've yet seen."

Coach Nagle's esteem for "the finest floor that grows" is echoed by leading athletic authorities throughout the land. And surely their opinions are valid, since their two prime concerns are the physical welfare of the young people they guide and the excellence of the team play they exhibit.

The third grave concern today—economy with the School's never-too-plentiful building dollars—would surely seem to be well served by the rugged endurance this 33-year-old floor has exhibited. Specify MFMA-millmarked genuine Northern Hard Maple with the confidence it has earned.

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NEWS

members of the review committee are Mrs. Douglas Horton, former president of Wellesley College, and Robert F. Goldenson, psychologist and authority on family relations.

Recent C.B.S. Gift Aids ETV Progress in Chicago

CHICAGO.—Progress in the building of WTTW, the educational television station here, will be speeded up by the gift of transmitter and antenna equipment which has been

donated to the Chicago station by the Columbia Broadcasting Company. C.B.S. has also made available a television transmitter site to the Chicago Educational Television Association, licensee of Station WTTW. In addition to the transmitter, antenna and monitors, the C.B.S. gift includes color television equipment, a studio fitted with film cameras and projector, and office space and furniture.

It is now estimated that, since studio space has been acquired and an execu-

tive director and other key personnel have been lined up, the station will be on the air with test programs during the summer. Regular educational programs will be telecast by fall, predicted Edward L. Ryerson, C.E.T.A. president.

Experiment in Improving Science Instruction Now Under Way

WASHINGTON, D.C.—If junior and senior high school students could receive adequate instruction in science and mathematics, more of these students would choose the field of science for their careers. This is a theory being tested by the National Academy of Sciences. The academy has instituted a program in the public schools in Arlington, Va., to help high school teachers make science courses vital and challenging to their students.

The program will bring teachers in closer association with the many outstanding scientists and engineers in the community. Teachers will be encouraged to keep abreast of the rapid advances of science, the academy stated.

John S. Coleman, executive secretary of the division of physical sciences of the National Academy-National Research Council, pointed out that America is falling behind in developing its most precious natural resource, the intellectual ability of its future citizens. "The situation is especially critical in sciences and the teaching of science. Today there are not enough trained scientists to fill needed jobs in research and industry," Dr. Coleman said.

Also cooperating in the project are the Washington Academy of Sciences and the District of Columbia Council of Engineering and Architectural Societies in Washington.

Avoid Releasing Student Lists, Administrators Warned

WASHINGTON, D.C.—Secondary school administrators are warned against giving out lists of their students' names to individuals and organizations, said Paul Ellicker, executive secretary of the National Association of Secondary-School Principals.

It is unprofessional, unwise and unsafe to issue any student lists and personal information when such lists and information may possibly be redistributed, frequently on a commercial basis, Mr. Ellicker said.



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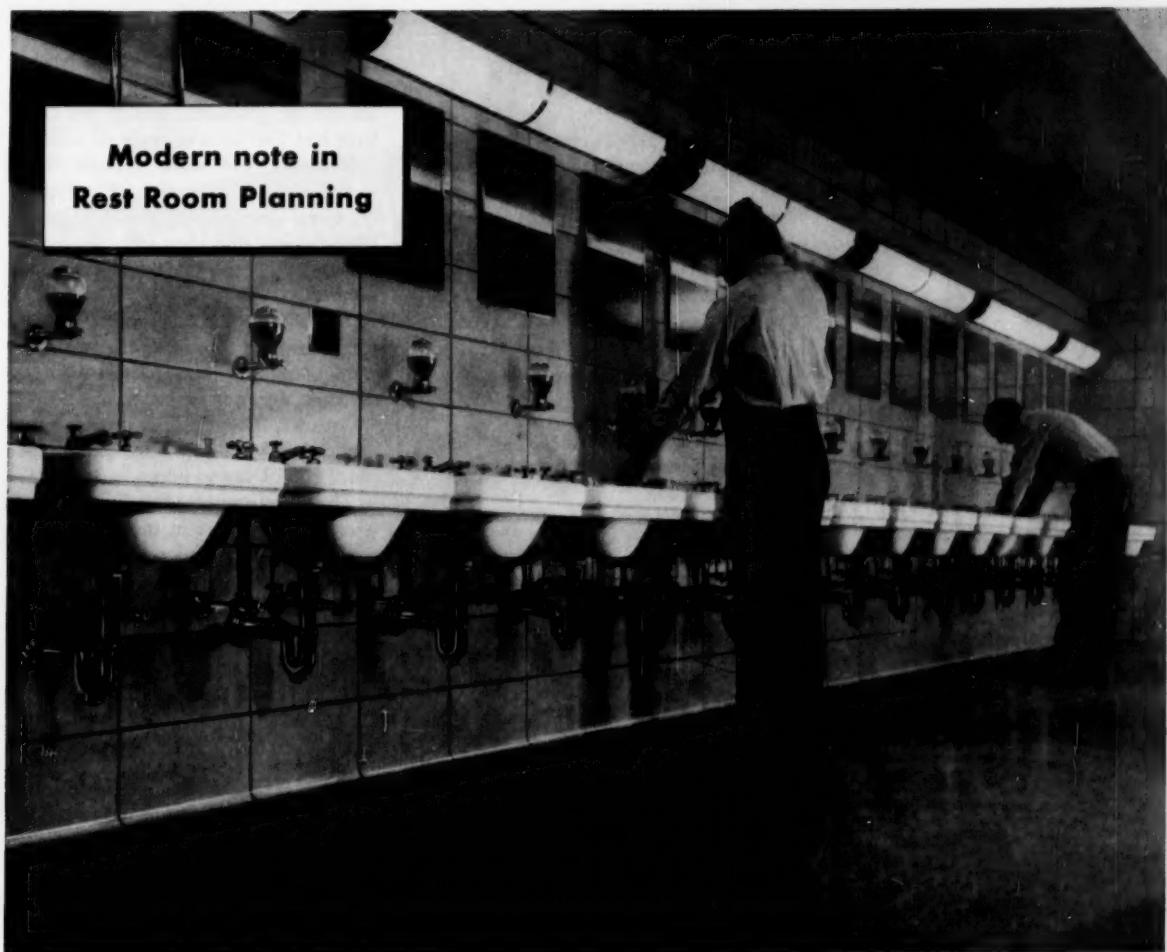


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behind-the-wall carrier fittings. This combination of superbly designed fixtures, and rigid supporting fittings especially engineered to relieve the wall of all the load, gives you an "age-proof" installation that insures against the untimely obsolescence of your rest rooms.

If you would like to know more about the advantages of American-Standard wall-type plumbing fixtures and the Zurn System, we would be pleased to send you two interesting booklets which contain up-to-date information on these essential products. Just ask for the American-Standard "Better Rest Room Guide" and the Zurn booklet, "You Can Build It For Less A New Way."

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NEWS

N.E.A. Report Reveals Problems of Improving Substitute Teacher Services and Status

WASHINGTON, D.C.—The substitute teacher is more than a classroom baby-sitter or policeman, said William G. Carr, executive secretary of the National Education Association, although that's the way some administrators and regular teachers regard her.

A study conducted by the N.E.A. in 3861 schools in urban areas

throughout the country and among 5000 representative substitute teachers, Dr. Carr said, showed that a total of 160,000 teachers teach a total of 6,800,000 school days per year. It was found that many administrators and teachers often think little of the training and abilities of the substitute teacher, although the substitute's preparation compares well with their own.

Two-thirds of the substitute teachers employed in urban school systems are college graduates, and 17 per cent have had five years or more of college preparation, the study reports. The survey also indicates that 83 per cent of them were at one time full-time teachers and that they spent an average of five years or so as full-time teachers.

According to the report most of the substitute teachers are women; they outnumber the men 14 to 1. Average age ranges between 35 and 49 years. The majority of teachers are married and mothers of one or more school age children.

The substitute teacher worked an average of 39 days in the school year of 1953-54, the report stated. Her daily average salary was \$12.21, or a little over half as much as her full-time colleagues were paid. When tax, transportation and cost of lunch were deducted, take-home pay amounted to \$8.71, or a little more than the prevailing rate for domestic help in larger cities.

The shortage of qualified substitute teachers forces many administrators to use as substitutes persons who are not properly licensed as teachers, the report said. In some systems administrators permit high school students to take charge of elementary school classes and in a few systems students are allowed to substitute in high school classes, as well.

University of Texas Sponsors Materials Conference

AUSTIN, TEX.—Instructional materials of all kinds will be shown, demonstrated and discussed at a conference at the University of Texas June 27 to 30. The conference is planned especially for supervisory personnel in elementary and secondary schools.

At general sessions of the conference the rôle of resource materials in classroom teaching, the use of resource materials as they affect learning, and the contributions of resource materials to a good learning environment will be discussed.

Consultants at the conference will be Margaret W. Divizia, supervisor of the audio-visual section of the curriculum division of the Los Angeles schools, and Walter A. Wittich, professor at the school of education, University of Wisconsin.

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NEWS



Associated Exhibitors Name

First Woman President

Lois Corbeil, newly elected president of the Associated Exhibitors of the National Education Association, is the first woman to head the organization in its 40 year history. The group is composed of representatives of companies which exhibit at conventions sponsored by the N.E.A. and its affiliates. Its largest exhibit each year is held in conjunction with the annual meeting of the American Association of School Administrators.

New officers, photographed at the Cleveland convention of the A.A.S.A., are: (front row, left to right): Kenneth H. Cunningham, Owens-Illinois Glass Company; Zephyrin A. Marsh, Minneapolis-Honeywell Regulator Co., vice president; Miss Corbeil, A. B. Dick Company, president; Roger M. Warren, Standard Electric Time Co., retiring president, and Sidney A. Durfee, American Seating Company; (back row, left to right): Wallace A. Moen, Bell & Howell Company; L. I. McDougle, Association of American Railroads; Paul L. Crabtree, secretary-treasurer; William E. Hillyard, Hilliard Chemical Co., and John R. Rowe, Encyclopaedia Britannica, Inc.



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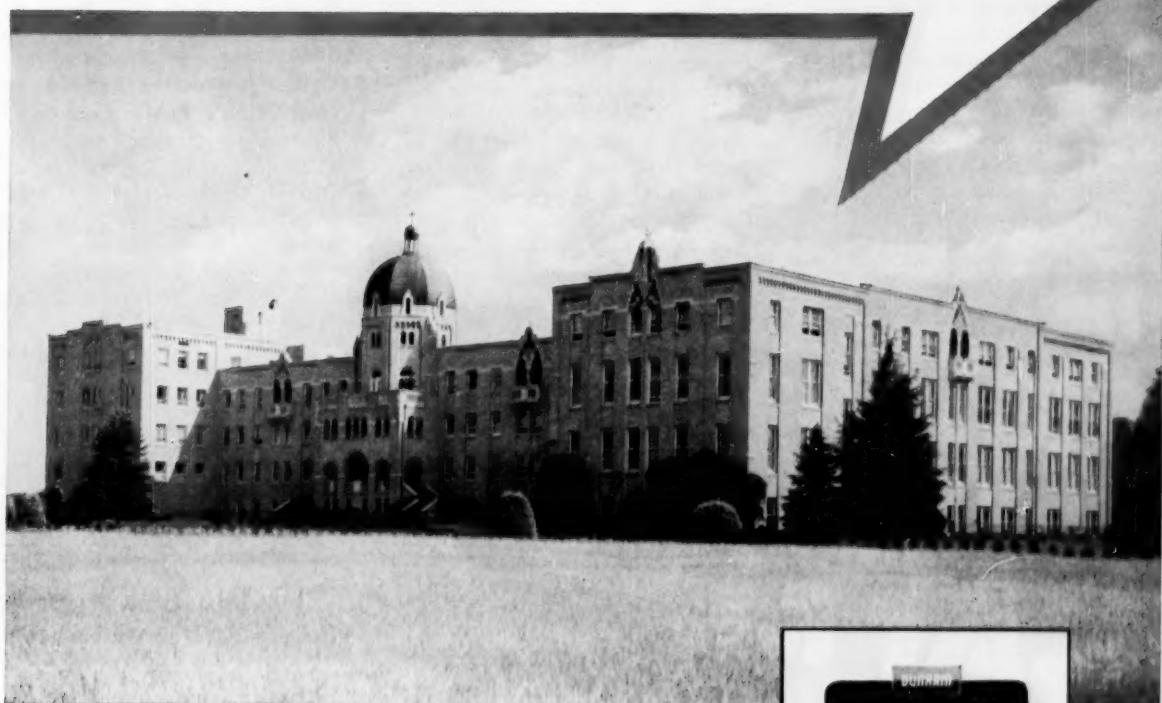
Dr. Carr Urges Attention to Gifted Children's Needs

DENVER. — "Failure to give special attention to gifted children is to court disaster," said William G. Carr, executive secretary of the National Education Association, at the regional instructional conference sponsored by the N.E.A. here.

Dr. Carr commended the development of special education for children with particular problems, especially programs for children who are physically or mentally handicapped. "But," he told delegates, "I leave for your further thought whether comparable expenditures for children at the other end of the scale of intelligence would not be equally justified in terms of the democratic ideal of education adjusted to the needs of each learner."

Dr. Carr also pointed out that, in addition to the importance of teaching technical skills, it is important to teach children ethical values by which they may guide their lives. A task more important than "that of adjusting the school program to an ever changing world is to hold fast to the things that do not change," he

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said. "The moral and ethical principles which guide human behavior are not subject to annulment by the discovery of penicillin or the use of electrical calculating machines or by other scientific discovery or social adaptation.

"It is very important to teach about atomic energy, electronics, modern transportation. . . . It is even more important to teach the underlying values which should guide our employment of these marvelous and powerful instrumentalities."

School Lighting Conference Scheduled at University of Utah

SALT LAKE CITY.—School lighting is to be the subject of a 10 day workshop at the University of Utah here, July 5 to 15. The department of educational administration at the university is sponsoring the conference.

Leaders of the workshop will be Charles D. Gibson, president of the National Council on Schoolhouse Construction; Foster Sampson, consulting

illuminating engineer; Paul C. Fawley, head of the department of educational administration, University of Utah, and Fred Fowler, school building consultant, Utah State Board of Education.

Religious Instruction Banned in Argentina's Public Schools

Buenos Aires, ARGENTINA.—Religious instruction in the public schools in Argentina has been "temporarily" suspended, the Argentine ministry of education announced recently. "For administrative reasons" classes in Roman Catholic religion have been discontinued. There was no indication as to how long the ruling would apply.

In 1947 the teaching of Catholic religion and morals in the public schools was reestablished after a lapse of 60 years. Congress would have to repeal the 1947 law to abolish religious education permanently.

The Argentine government also has indicated that it intends to withdraw its annual \$6.3 million subsidy to church schools. There are 1000 parochial schools and 240,000 pupils.

Audio-Visual Educators Meet in Los Angeles

LOS ANGELES.—More than a thousand state and local audio-visual administrators and supervisors attended the spring meeting of the department of Audio-Visual Instruction of the National Education Association here.

Under the general theme of "The Improvement of Instruction Through Audio-Visual Technics," exhibits, general session meetings, and round table workshops reflected the mounting attention being given by contemporary educators to the rôle which films, filmstrips, specimens, graphics including maps, globes and charts, slides and many three-dimensional devices occupy in the schools of the United States.

Participating in general session were Willard E. Givens, retired executive secretary of the National Education Association; Claude L. Reeves, superintendent of city schools, Los Angeles; C. C. Trillingham, superintendent, Los Angeles County, Los Angeles; Victor Hornbostel, assistant director, research division, N.E.A.; Roy Simpson, California state superintendent of public instruction; Karl Berns, assistant secretary for field

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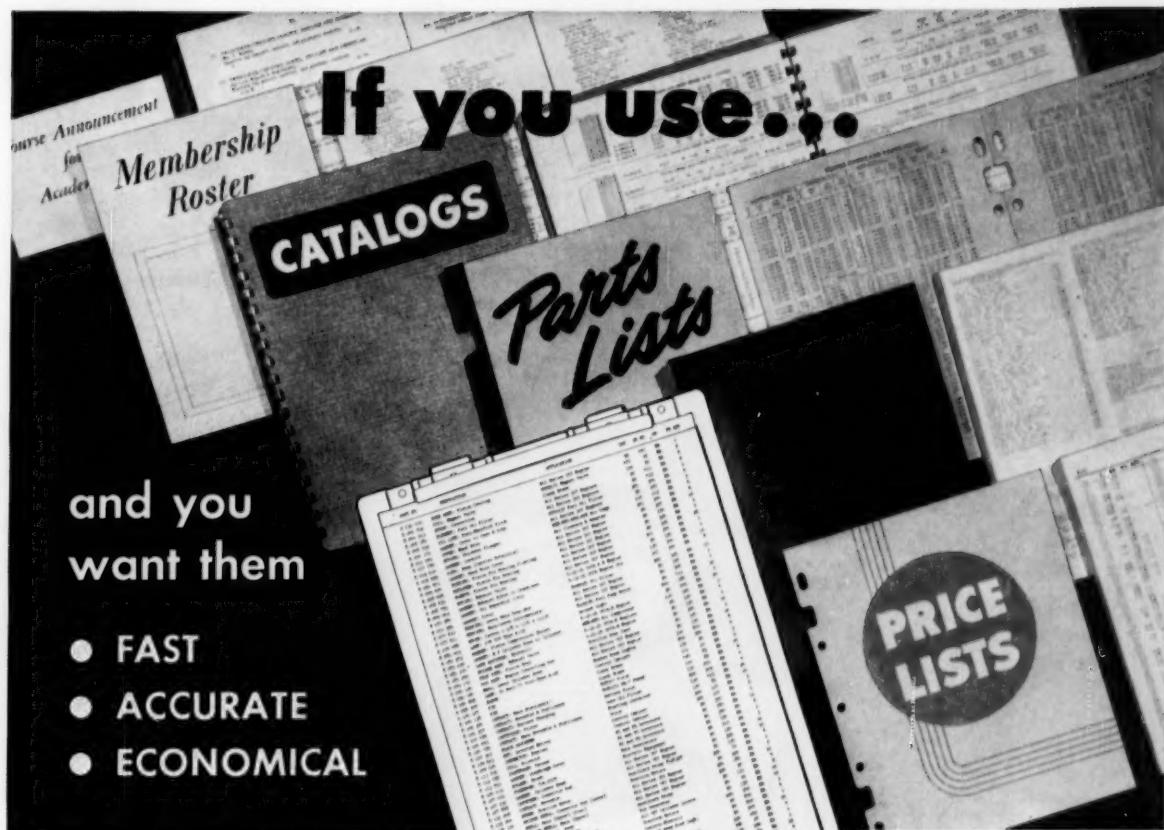
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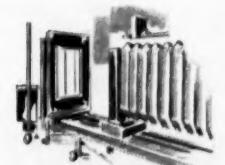
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operations, N.E.A., and other nationally known workers in the field of education and audio-visual education.

The week-long program was planned and coordinated by a California group that included Francis W. Noel, coordinator of audio-visual instruction, California State Department of Education; Margaret W. Divizia, director of audio-visual education, Los Angeles, and Helen Rachford, supervisor of audio-visual education for Los Angeles County.

The general program was under the administrative direction of Lee Cochran of the State University of Iowa, and the president of the National Education Association, the Department of Audio-Visual Instruction, the executive board of N.E.A.-D.A.V.I., and members of the D.A.V.I. staff, headed by James McPherson.

In addition to hearing excellent speakers, workshop leaders, and discussion chairmen, members of the convention group had an opportunity

to visit some of the nation's outstanding audio-visual departments in the city and county of Los Angeles, as well as in the San Francisco area. A high point of the convention was a visit to the Walt Disney Studios—W. A. WITTICH.

Community Improvement Stories Tape-Recorded by S.W.C.P.E.A.

AUSTIN, TEX.—The experiences of six communities in Texas in improving themselves through school activities have been recorded on tape by the Southwest Cooperative Project in Educational Administration.

During the last four years the C.P.E.A. center at the University of Texas has encouraged schools in the six "cooperating centers" to engage in projects by which students could make their home towns better places in which to live. The experiment involved the towns of Edgewood, Woodville, Pasadena, Alvin and Weimar; the countywide community of Hill County was included also.

Local school and community leaders participated in the 15 minute programs. Dr. L. D. Haskew, dean of the college of education at the University of Texas, was interrogator and commentator for the programs.

Association for Childhood Education Holds Meeting

KANSAS CITY, MO.—"Focus on Children" was the theme of the five-day conference of the Association for Childhood Education International here April 11 to 15.

More than 2800 persons took part in laboratory and study groups on questions about how children develop basic skills, mental health problems, and growth through creative experiences. Groups discussed the way in which children learn about their home and school community, how to organize a child's environment for learning, and how children develop values.

Pamphlet Says for Schools "No News Is Bad News"

WASHINGTON, D.C.—"No News Is Bad News—Where Schools Are Concerned," says the National Education Association in a new pamphlet on school-press relations designed for administrators, editors and reporters. "No News Is Bad News" outlines



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modern streamlining . . . comfortable . . . luxurious . . . you can have all these necessary qualities for fine seating with Griggs Model 50 MBW auditorium chairs.

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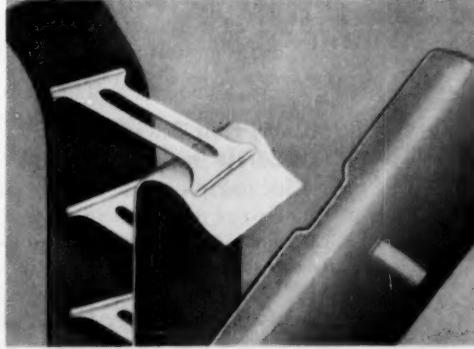
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customary with conventional blinds is eliminated. In addition, specially designed light-traps and side channels prevent any light infiltration around the edges of the blind.

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At last, here is the new blind specially designed by famous Flexalum to meet modern classroom needs for audio-visual instruction. You get unprecedented light-control from soft diffused light for regular classes, to *almost complete room darkness, instantly!* The Flexalum Audio-Visual blind far exceeds the recommended room-darkening requirements for audio-visual education.

It is being enthusiastically received by educators like Kathleen Moon, Director of Audio Visual Education, Fulton County Board of Education, Atlanta, Georgia, who says: "How I wish we had them in all the classrooms of our school system!"

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NEWS

steps for developing good coverage of news on education. Authors of the pamphlet include a professor of journalism, a newspaper editor, a reporter, and a superintendent. They stress the importance of good reporting of school news and of a clear and meaningful interpretation of all educational developments.

Gordon A. Sabine, dean of the school of journalism, University of Oregon, declares that educators have misjudged the rôle and importance of

mass communications in adult life. He claims that the press today is "the most far-reaching and influential force working upon man in America—stronger than the school, stronger than the home, stronger than the church," and outlines an action program to benefit both education and the press "which need each other."

Individual copies are available from the National School Public Relations Association, 1201 16th Street, N.W., Washington 6, D.C.



United Press Photo

William M. Potter, superintendent of schools, Wilkinsburg, Pa., surveys the damage to his bombed home. No one was injured in the explosion. County authorities have been unable to apprehend the person or persons responsible.

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For school bus bodies
of 42- to 48-pupil capacity.



4502
154-inch wheelbase chassis.
For school bus bodies
of 30- to 36-pupil capacity.

NEWS

Catholic Educational Association Emphasizes Quality of Instruction, Not Lavish Buildings

ATLANTIC CITY, N.J. — At the 52d annual convention of the National Catholic Educational Association, 12,000 Catholic educators met to study and define the special rôle of the Catholic school and the influence it can exert against tendencies to conformity.

In his message to the conference President Eisenhower seemed to set

the tone of the meeting: "To meet increased needs our nation must have . . . without federal domination . . . more teachers and more schools. Expanded facilities are not enough," the President said. "Every American concerned with education should think carefully about the aims of education, the kind of training it is desirable for our children to have, the kind of

citizens we want our educational system to produce."

Keynote speaker, Dr. Vincent Edward Smith, professor of philosophy at Notre Dame University, told delegates that the parochial school has to some extent lost sight of the substance of education. School programs are cluttered with nonacademic subjects such as auto driving, shop work, table manners, and even how to date, he said. "Our schools are doing too little because they are trying to do too much," Dr. Smith said. Even Catholics, he continued, are not clear on the precise function of the school. Nor did he find much of today's teaching good. He called it drill, commanding or counseling, but not teaching.

Many of the problems of the Catholic school, the educator found, are the same as those of the public schools: rising enrollments and shortage of schoolrooms and teachers.

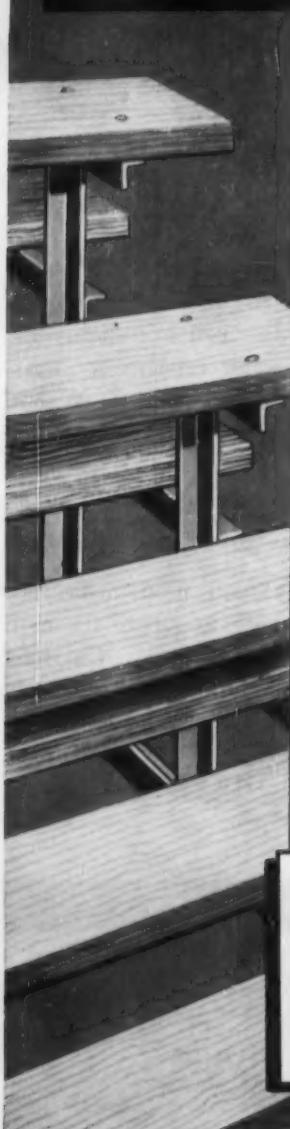
However, these problems are not the whole picture, according to Dr. Smith. Too often the emphasis in American schooling today is upon money and lavish buildings rather than upon the quality of education. The contribution of the Catholic school is in teaching intelligent participation in civic affairs and an objective moral code, he said.

Also concerned about the kind of education Catholic schools are providing, the Rev. O'Neil C. D'Amour, superintendent of schools for the diocese of Marquette, Escanaba, Mich., said Catholic schoolmen needed to reappraise outmoded concepts of the American Catholic family and the educational needs of its children.

"I am afraid that in many ways we have merited being called reactionaries," Father D'Amour said. "The retention of traditional teaching practices merely because they are traditional cannot be justified." He said: "The good inherent in progressive education must be examined by Catholic educators in the light of Christian teaching. Progressive techniques are good in that they emphasize individual dignity and responsibility, the sound philosophy behind the activity method of teaching, the free discipline characteristic of modern education."

Educators agreed that even though modern practices, new teaching techniques, and advanced methods might be used, the Catholic schools in this

PLAYTIME SEATING



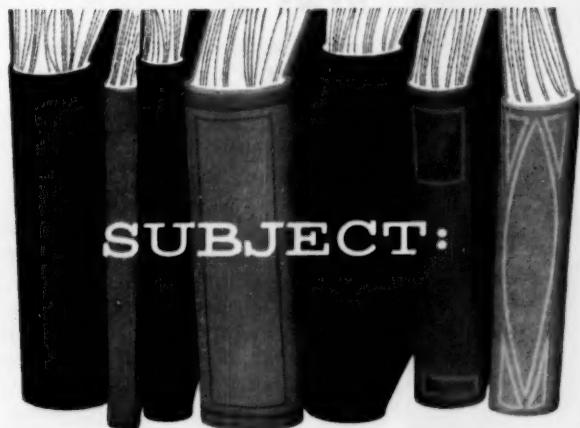
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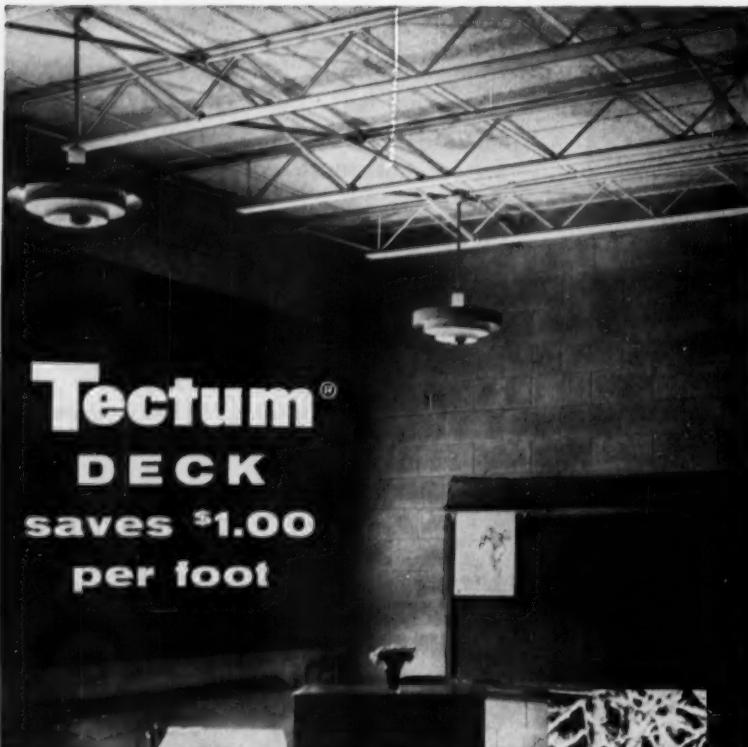
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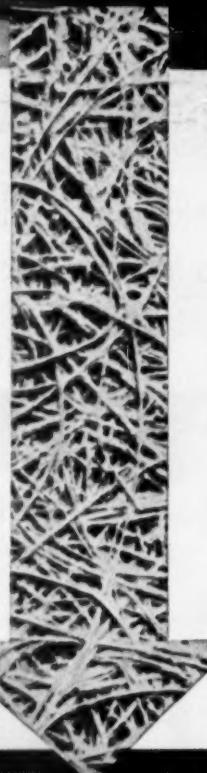
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NEWS

country would continue to stress the importance of a good liberal arts program for all students and the need for a strong background in the humanities, philosophy and a strong religious base in every subject taught in the schools.

Schools and colleges should give students a better balanced course of studies, said the Rev. Robert J. Henle, S.J., dean of the graduate school, St. Louis University. He spoke critically of prominent scientists whom he called ignorant outside their own special field and untrained to discuss philosophy and morals in the classroom. "Let us give all our students, whether in high school or college, a better balanced program between the sciences and the liberal arts," he said. "By and large, the nation's colleges and universities are failing to offer courses in science and the humanities in proportions that would provide an antidote for the irresistible pressures of overspecialization," Father Henle stated.

His remarks were seconded by Rev. John Walsh, professor of education at the University of Notre Dame, who pointed out that as a result of overspecialization, colleges are turning out men whose thinking is entirely too narrow. "I think we must look to the high school for help," he said. "Too much of the secondary school program is watered down. The emphasis now is upon life adjustment work, on easy subjects. The trend is away from solid substantial intellectual subjects that will prepare students for hard college work."

Scant attention is being given to philosophy in the professional curriculum, Brother E. Stanislaus, president of La Salle College, Philadelphia, told delegates. "We supersaturate our students with professional subjects," he said, "and then expect scanty morsels of religion and philosophy to keep their faith alive and intellectually fortified." Brother Bernard Alfred, professor of mathematics at Manhattan College, New York, was of the same opinion. All students should be required to take courses in philosophy and religion regardless of their specialties, he said.

A return to responsible parenthood was cited as a primary responsibility for adults by Arthur Clinton, director of the bureau of attendance of the New York City Board of Education.



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NEWS

Delinquency of youth should be regarded as a "symptom of adult maladjustment, neglect and selfishness," he said. Children do not "create slums, do not print pornographic literature, do not evolve liberal philosophies, or programs of excessive permissiveness," Mr. Clinton stated.

Thomas K. Gibbons, police commissioner for Philadelphia, criticized the distribution and sale of lurid comic books. They contribute to youthful crime, he said. If the whole kit and

caboodle were banned tomorrow, there would be no loss to American culture and democracy, Mr. Gibbons asserted.

At the business meeting, the Most Rev. Joseph E. Ritter, Archbishop of St. Louis, was named president-general. Vice presidents-general are: the Very Rev. James A. Laubacher of Baltimore; the Very Rev. George A. Gleason, Catonsville, Md.; the Rev. William F. Cunningham, Notre Dame, Ind.; the Rt. Rev. Joseph G. Cox,

Philadelphia; the Rt. Rev. Carl J. Ryan, Cincinnati; the Rt. Rev. Paul E. Campbell, Pittsburgh, and the Rt. Rev. Sylvester J. Holbel, Buffalo.

Next year Catholic educators will meet in St. Louis, it was announced.

A-V Cover Photo Credit Due Indiana U. and Parma

The cover photograph for the special audio-visual feature in the May issue of *The NATION'S SCHOOLS* (p. 65) attracted the attention of the magazine's readers. The photograph was made by Jack Welpott at the Audio-Visual Center, Indiana University, Bloomington, especially for the portfolio. Credit for the photograph was not carried in the May issue.

Photographs on pages 67 (center photo), 70, and 73 in the special feature were provided by the audio-visual division of the public schools in Parma, Ohio.

Educator Completes 50 Years in Superintendency

CLARKSDALE, MISS.—A new record for continuous service as a superintendent in one community in Mississippi has been set by Harvey B. Heidelberg, who has been superintendent here for the last 50 years.

The Mississippi educator, who has announced that he will retire September 1, was graduated from the Clarksdale High School in 1900. Mr. Heidelberg taught Greek and Latin in the high school at Yazoo City, Miss., for two years before becoming superintendent at Clarksdale in 1905. He is a past president of the Mississippi Education Association and of the Southern Association of Colleges and Secondary Schools.

Robert M. Mayo, superintendent of Hinds County, Jackson, Miss., will be the new superintendent at Clarksdale.

Twelfth ETV Station Now on Air in Boston

BOSTON.—The nation's 12th educational television station went on the air here May 2. WGBH-TV will reach a potential audience of five million people who live in the Massachusetts Bay area. The majority of the programs will be live.

The new station's scheduled program of weekly telecasts brings the national weekly total of ETV programs to almost 300 hours.

3 ways to improve laboratory efficiency



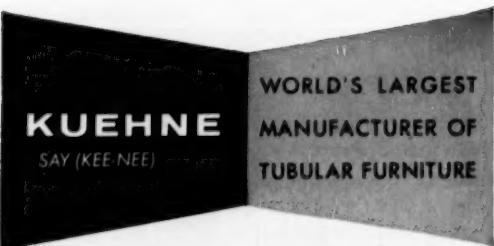
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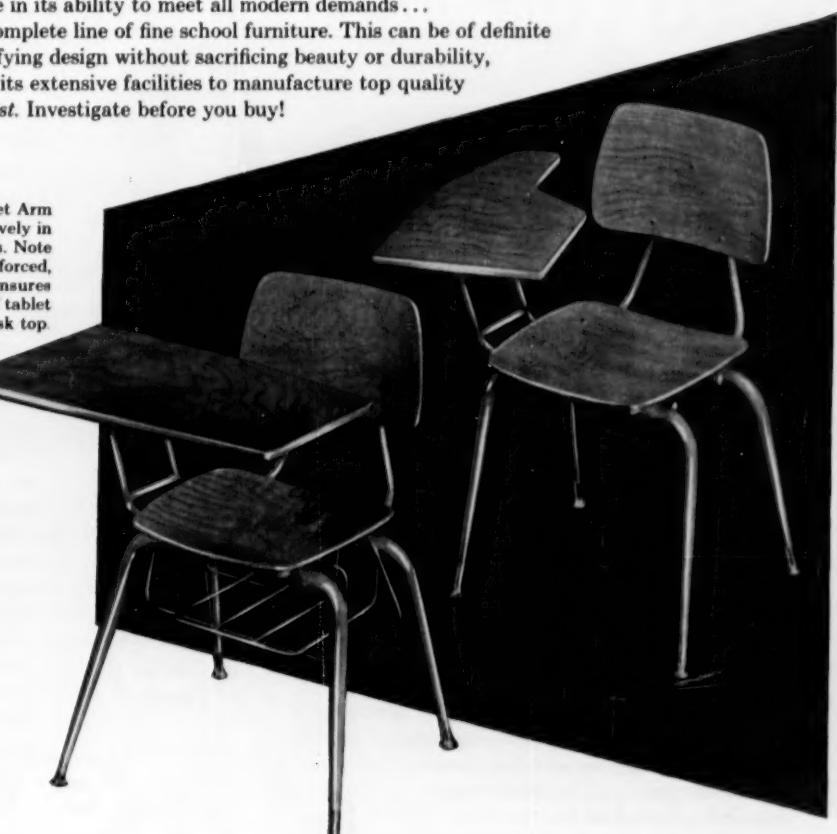


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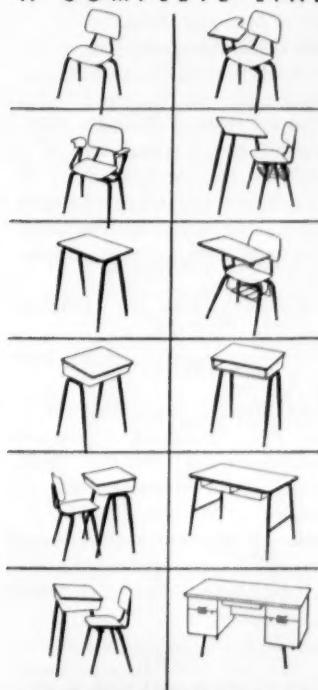
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NEWS

Human Relations Conference Planned at Chicago

CHICAGO.—"Human Relations in Educational Administration" will be reviewed July 11 to 15 at a conference to be held at the University of Chicago. Sponsored by the Midwest Administration Center, the conference will deal with the relationships of the school administrator with his staff, his board, and the public.

Conference participation will be open to superintendents, principals,

teachers, supervisors, school board members, and others interested in school administration.

A.A.A. Reports Show Value of Driver Education Practice

WASHINGTON, D.C.—Reports on driver education courses given in high schools show that students who practiced at home in the family car before and while taking the course are better drivers, stated the American Automobile Association. These stu-

dents generally did better in the final tests than those who had little practice outside of class.

The number of hours the student drove the school car with the instructor averaged about the same for all students in a given school. Most students in high school driving courses receive about 36 hours of classroom instruction and eight hours behind the wheel.

The study was based on data about 1365 students submitted by teachers of 23 high school driving classes.

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ABOUT PEOPLE

APPOINTED . . .

David Self, former superintendent at Greenville, Ala., to superintendency for Butler County, Greenville, succeeding **Frank H. Echols**.

Leo Sandborn, superintendent at Thayer, Kan., to superintendency at Duenweg, Mo., succeeding **Don E. Davis**, July 1.

Allan L. Gray, superintendent at Anselmo, Neb., to superintendency at Orleans, Neb.

Jerome L. Harrington, superintendent at Centerville, Minn., to superintendency at Marietta, Minn.

Albert G. Lovelady, lecturer in the Fresno Adult School, Fresno, Calif., to superintendency of Kerman Union High School District, Kerman, Calif.

Edward Townley, superintendent at Loomis, Neb., to superintendency at Dalton, Neb., succeeding **Leonard Suchland**. **Abe Dick**, superintendent at Greenwood, Neb., is now superintendent at Loomis.

Glenn Ressell, coach and teacher in the high school at Petersburg, N.D., to superintendency there, succeeding **Landon M. Loken**.

Nelson Ronne, superintendent at Palisade, Neb., for the last six years, to superintendency at Stratton, Neb., succeeding **E. M. Alexander**, now superintendent at Mitchell, Neb.

Charles H. Wileman, superintendent at Delavan, Wis., to superintendency of the Delavan-Darien Union High School District, Delavan, Wis.

James Robert Callaway, superintendent at Kennard, Neb., to superintendency at Wakefield, Neb.

Cecil A. Elliott, superintendent at Waynesville, Mo., to superintendency at Vandalia, Mo.



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Harlan Schmidt, superintendent at Rapidan, Minn., for the last four years, to superintendency at Sandstone, Minn.

Richard L. Behrends, superintendent at Elwood, Neb., to superintendency at Hebron, Neb., succeeding **Harold Reed**. Mr. Reed is superintendent for Thayer County, Hebron.

Clair T. Blikre, superintendent at Alexander, N.D., to superintendency at Rolla, succeeding **C. R. Kosebud**.

Lester Gillman, superintendent at Marshfield, Mo., to superintendency at

Carthage, Mo., July 1, succeeding **J. L. Campbell**. **Harold Bell**, superintendent at Parker, Ind., will become superintendent at Marshfield.

J. Harvey Shue, superintendent at Livingston, N.J., to superintendency for Gloucester County, Woodbury, N.J., succeeding the late **J. Harvey Rodgers**.

Donald Richmond, teacher at Northwest Missouri State College, Maryville, to superintendency at Jamesport, Mo., succeeding **R. W. Tedlock**, who will become superintendent at Pattonsburg.

Donald L. Musick, teacher in the high school at Scott City, Kan., to superintendency at Bloom, Kan.

George W. Brown, principal of Emerson High School, Gary, Ind., to superintendency of Riverside-Brookfield Township High School, Brookfield, Ill., succeeding **I. E. Haebich**, who is retiring at the end of the school year.

John Priest, superintendent at Callaway, Neb., to superintendency at Atkinson, Neb.

W. A. Schindler, superintendent at Alliance, Neb., to supervisor of elementary and secondary education, Nebraska State Department of Education, Lincoln, July 1.

Roger Thornton, teacher in the high school at Norborne, Mo., to superintendency at Stet, Mo., succeeding **S. L. Lockridge**, now superintendent at Oak Grove, Mo.

Everett M. Lee, superintendent at Glenwood City, Wis., to superintendency at Viroqua, Wis., succeeding **Donald E. Dimick**.

Maurice Lytell, teacher in the high school at Lincoln, Kan., to superintendency at Enterprise, Kan.

Joe Scrivner, junior high school principal at Rankin, Tex., to superintendency at Mertzon, Tex., succeeding **W. W. Smith**, July 1.

Basil Covey, superintendent at Nortonville, Kan., to superintendency at Holton, Kan.

Hugh Cowan, elementary school principal at Minneapolis, Kan., to superintendency at Lebanon, Kan., succeeding **Don Newell**.

Frederick O. Norlin, assistant superintendent at South Haven, Mich., to superintendency there, succeeding **L. C. Mohr**, who is retiring at the end of the school year.

Cole Brembeck, superintendent at Livonia, Mich., to professor and head of the department of teacher education, Michigan State College, East Lansing.

John H. Nicholson, director of the division of instruction, Kansas State Department of Education, Topeka, to associate professor of education at the University of Kansas, Lawrence.

J. Mauldin Lesesne, head of the history department at Erskine College, Due West, S.C., to president of the college, succeeding **R. C. Grier**. Dr. Lesesne has been acting president for the last year.

Emory Lindquist, professor at the University of Wichita, Wichita, Kan.,

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NEWS

since 1953, to dean of the faculties and dean of the college of liberal arts and sciences at that university.

Clarence E. Robbins, superintendent at Plainfield, Ind., to superintendency at Vincennes, Ind., succeeding **Ralph Banks**, who has retired.

Arthur Smith, superintendent at Bennettsville, S. C., to superintendency of Area No. 1 schools of Horry County, Conway, S.C., succeeding **P. M. Coble**, now executive secretary of South Carolina Education Association.

Edward L. Klotzberger, assistant superintendent of schools, elementary division, New Haven, Conn., to superintendency for regional school district No. 4, Deep River, Conn., succeeding **A. Kurtz King**.

Edwin G. Perkins, superintendent at Putnam, Tex., to superintendency at South Taylor, Tex., succeeding **D. E. White**, now a teacher at Forest, Tex.

William E. Susens, teacher at Morton, Minn., to superintendency there July 1, succeeding **Armin L. Wegner**,

who has been appointed superintendent at Madison, Minn.



Harold Spears

Harold Spears, assistant superintendent in charge of elementary schools, San Francisco, to the superintendency there, succeeding **Herbert Clish**. Dr.

Spears, who has been in the San Francisco schools since 1947, was formerly head of the department of education, Montclair Teachers College in New Jersey, and superintendent of the township high school district in Highland Park, Ill. Dr. Spears, a native of Indiana, has written nine major books in the field of curriculum since 1937.

C. E. Pepmiller, superintendent at Thayer, Mo., for the last 17 years, to superintendency at East Prairie, Mo., succeeding **Raidt Lee**.

Leonard K. Stanhope, vice principal of the high school at Pilot Rock, Ore., to superintendency there.

Stan Depué, superintendent at Hordville, Neb., to superintendency at Brock, Neb., succeeding **Charles Cox**, who has been appointed superintendent at Louisville, Neb.

Percy H. Warren, dean of the summer school and head of the biology department at Madison College, Harrisonburg, Va., to dean of the college, succeeding **Walter J. Gifford**, who has retired. **Charles G. Caldwell**, formerly professor of education at Madison College, succeeds Dr. Gifford as head of the department of education there.

T. W. McElwee, principal of the high school at Ware Shoals, S.C., to superintendency there, succeeding **M. B. Camak**, superintendent for the last 21 years, who has retired.

Byron Hansford, superintendent at Higginsville, Mo., to assistant professor in the department of administrative and educational services, school of education, Michigan State College, East Lansing. His successor at Higginsville will be **Paul Greene**, now superintendent at Butler, Mo.

Ellen Maloney Gorham, vice principal of the elementary school at Newhall, Calif., to superintendency of Castaic Union Elementary School District, Castaic, Calif.

Dean Fay, teacher in the high school at Carrington, N.D., to superintendency at Edgeley, N.D., succeeding **R. H. Erickson**, who resigned.

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NEWS



Julius E. Warren

August 1 after 43 years of public school work.

Dr. Gilchrist, who has been at Pasadena six years, was formerly associate

Robert S. Gilchrist, assistant superintendent, Pasadena, Calif., to superintendency at University City, Mo., succeeding **Julius E. Warren**, who is retiring

superintendent at Minneapolis. He also served for a time as director of the University School at Ohio State University and as principal of the high school at Greeley, Colo.

Dr. Warren has been superintendent at University City for nine years. Prior to that he was commissioner of education for the state of Massachusetts and superintendent of schools in New York, Vermont, Ohio and Massachusetts. Since 1946 he has been on the advisory board of *The NATION'S SCHOOLS*.

H. Edwin Cramer, principal at Bellevue, Neb., to superintendency there.

Donald E. Funk, superintendent at La Salle, Tex., to superintendency at Sharyland, Tex., July 1, succeeding **C. T. Bridgewater**, who has resigned.

Francis L. Skaith, superintendent of rural school district No. 3, Craig, Mo., to superintendency at Pickett, Mo.

R. L. Springer, assistant superintendent at Indianapolis, to supervising district principal of central high school district No. 2, Nassau County, Long Island, New York. In his new position Dr. Springer will direct building and curriculum programs for the district, newly created to provide a high school program for several elementary school districts.

Joe A. Rabb, elementary school principal at Wylie, Tex., to superintendency at Point, Tex.

Richard Caster, superintendent at Braymer, Mo., to superintendency at Memphis, Mo., July 1, succeeding **R. L. Terry**, who will become superintendent at Montgomery City, Mo.

M. L. Korn, superintendent at Beaver Okla., to superintendency at Comanche, Okla., succeeding **T. M. Cornelius**, July 1.

A. J. Ferguson, high school principal at New Caney, Tex., to superintendency at Goodrich, Tex., July 1.

Lennis Long, high school principal at Plankinton, S.D., to superintendency there, succeeding **Willard Jordan**.

R. H. Merklinger, high school principal at Meadow Grove, Neb., to superintendency there, succeeding **Howard W. Adams**, who has resigned, effective May 31.

Vernon L. Eberly, superintendent at Wyndmere, N.D., to superintendency at Larimore, N.D., succeeding **W. R. Reitan**, superintendent for the last 20 years.

Rolland L. Essman, high school teacher at Scotia, Neb., to superintendency there, succeeding **Allan Hansen**.

Ira E. Grubb, superintendent at Tipton, Mo., to superintendency at Slater, Mo.

Adelbert C. Plummer, superintendent of Sherman Township Rural Agricultural School, Weidman, Mich., to superintendency of North Huron Rural Agricultural School, Kinde, Mich., succeeding **Francis MacRae**.

Bernard R. Allen, superintendent at Long Island, Kan., to superintendency at Wilson, Kan., succeeding **S. G. Huebner**.

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NEWS

Leland D. Hull, superintendent at Otoe, Neb., to superintendency at Talmadge Neb., succeeding **Clarence Souchek**.

A. L. Nelson, superintendent at Winthrop, Minn., to superintendency at Cambridge, Minn., July 1.

David Dannewitz, high school principal at Stanley, N.D., to superintendency there, succeeding **W. R. Stewart**.

Hugh Price, high school principal at Glen Elder, Kan., to superintendency at Florence, Kan.

John V. Bornong, high school teacher at Woonsocket, S.D., to superintendency there, succeeding **F. E. Fisher**.

Fred Vescolani, associate coordinator, Middle Atlantic Cooperative Program in Educational Administration, Teachers College, Columbia University, and **Karl Hereford**, associate editor of *School Executive*, to assistant professorships in the department of administrative and educational services, Michigan State College, East Lansing.

J. C. Carey, high school principal, to

superintendency at Davis, Okla., succeeding **Phillip White**, who has resigned.

Leighton Johnson, professor of school administration, University of New Mexico, to associate professor in the department of teacher education, Michigan State College, East Lansing.

Gordon Pekarek, high school teacher at Claflin, Kan., to superintendency at Byers, Kan.

Albert L. Bradfield, deputy superintendent of Ottawa County, Grand Haven, Mich., to superintendency for Kalamazoo County, Kalamazoo, Mich., July 1, succeeding **Clarence E. Leonard**.

Ernest J. Davis, superintendent at Laurel, Neb., to superintendency at David City, Neb., succeeding **H. C. Ebmeier**, who has accepted the superintendency at South Sioux City, Neb.

Milton Baak, superintendent at Stuart, Neb., to superintendency at O'Neill, Neb., succeeding **D. E. Nelson**, who has been appointed superintendent at Schuyler, Neb.

Dallas D. McKenzie, superintendent at Piedmont, Mo., to superintendency at Pacific, Mo., succeeding **Herbert Baker**. **Henry A. White**, elementary school principal at Piedmont, has been named superintendent there.

Barkley Walker, superintendent for Livingston County, Smithland, Ky., to superintendency for Spencer County, Taylorsville, Ky.

J. L. Zwingle, president of Park College, Parkville, Mo., to vice president of Cornell University, Ithaca, N.Y.

Hubie Johnson, high school principal at Shelbyville, Tex., to superintendency there, succeeding the late **Reeves Haley**.

Webster C. Herzog, assistant superintendent for Chester County, Westchester, Pa., to county superintendency, succeeding **Clyde T. Saylor**.

Eugene H. Silke, superintendent at Springfield, Ore., to superintendency of Troutdale-Wilkes-Fairview school district, Multnomah County, Ore., July 1.

Herbert E. Longenecker, head of the graduate school, University of Pittsburgh, to head of the University of Illinois' professional colleges in Chicago, August 1.

J. F. Cramer, dean of the general extension division, Oregon State System of Higher Education, to first president of Portland State College, Portland, Ore.

Roy Gereau, superintendent at West Yellowstone, Mont., to superintendency

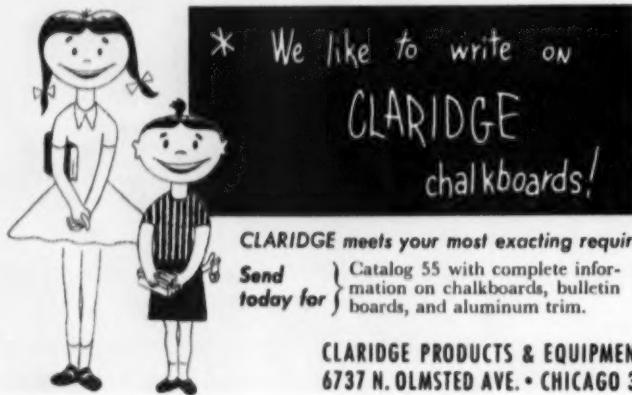
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RESIGNED . . .

Robert Stander, superintendent at Cortland, Neb.

William M. Strong, superintendent at Southington, Conn.

Robert Noyes, superintendent at Letts, Iowa.

R. D. Craig, superintendent at Barnston, Neb.

Thomas F. McHugh, assistant su-

perintendent in charge of elementary education, Newark, N.J., for the last 40 years.

Guy L. Hilleboe, superintendent at Rutherford, N.J., since 1938.

Lottie M. Clark, superintendent for Pratt County, Pratt, Kan.

J. O. Miller, superintendent at Clarksburg, Mo.

G. Dean Miller, superintendent at Willow Lake, S.D.

J. B. Mitchell, superintendent at Houston, Mo.

A. S. Hansen, superintendent at Indianola, Neb.

Warren V. Krafta, superintendent at Solon, Iowa.

John H. Houck Jr., superintendent at Riverton, Iowa.

J. J. Van Hoff, superintendent at Verdigris, Neb., for 32 years.

W. A. Vanek, superintendent at Anderson, Mo.

L. M. Sullivan, superintendent at Cleo Springs, Okla.

Frank S. Runyon, superintendent at Strawberry Point, Iowa, for the last 17 years.

Norman Greene, superintendent at McIntosh, S.D.

C. G. Matthews, superintendent at Marfa, Tex., effective June 30.

Jody Matthews, superintendent at Mayflower, Ark.

S. P. Cowan, superintendent at Temple, Tex., and president of Temple Junior College.

Homer S. Reese, superintendent at Heavener, Okla., effective June 30.

Naomi B. Bilderbeck, district superintendent, Otsego County, District 3, Otsego, N.Y.

Earl Ludlow, superintendent at Pryor, Okla., effective June 30.

Arthur J. Laidlaw, superintendent at Kingston, N.Y., for 16 years.

Harold M. Stauffer, superintendent at Drummond, Mont.

George G. Preston, district superintendent, Otsego County, District 5, Otsego, N.Y., for 29 years.

DIED . . .

Hezzleton E. Simmons, former president of the University of Akron, Akron, Ohio.

Lloyd Woodruff, former superintendent for Butler County, Greenville, Ala.

J. A. Lee, former superintendent for Dallas County, Selma, Ala.

A. J. Henkel, 70, superintendent at Portage, Wis., from 1921 to 1951.

Everett F. Fuller, superintendent at Wales-Lincoln School, Emerson, Iowa, since 1943.

Daniel A. Hirschler, president emeritus of the College of Emporia, Emporia, Kan.

Donald Rudolph Youell, president of Hiwassee College, Madisonville, Tenn.

Harold Ellsworth McBride, former superintendent for Cecil County, Elkton, Md.

T. N. Porter, associate superintendent and business manager, Austin, Tex.

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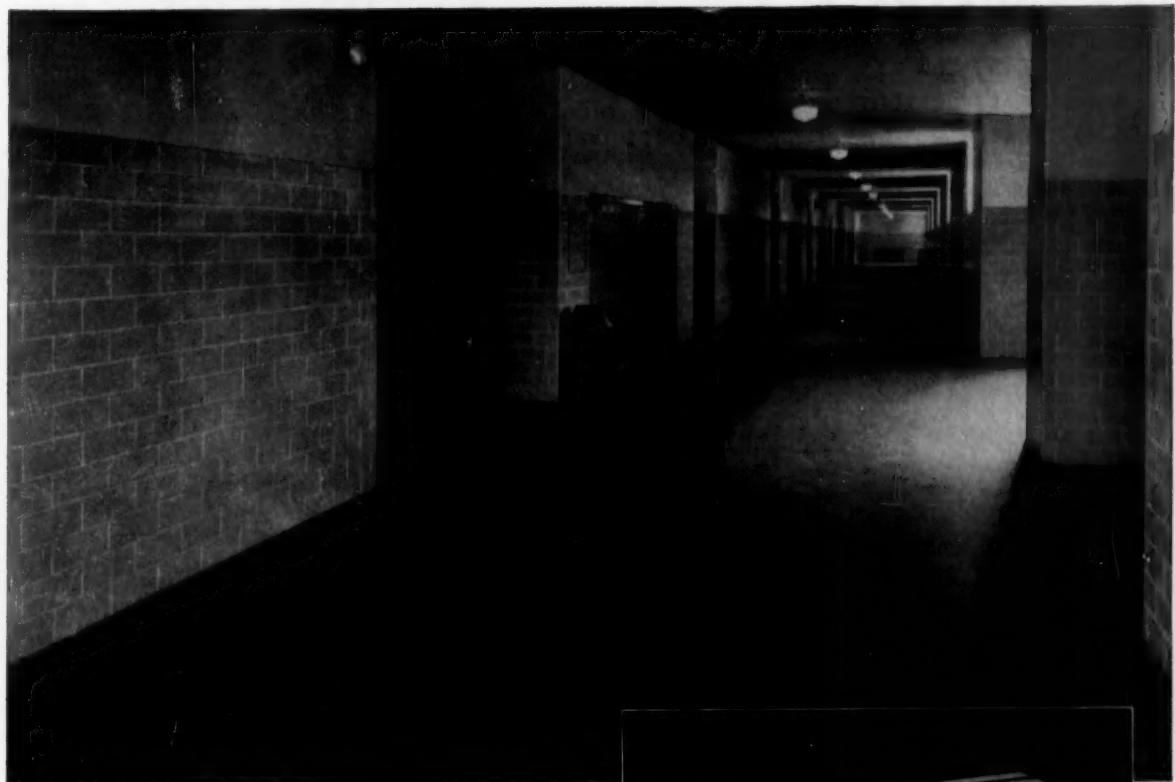


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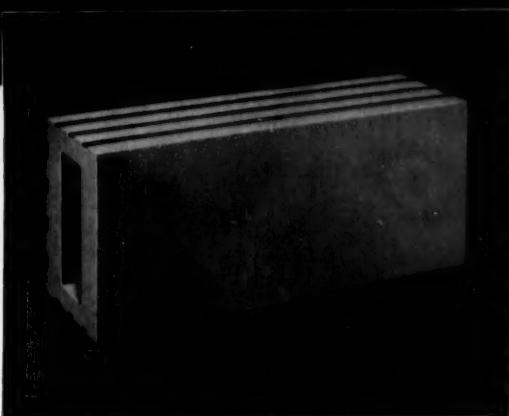


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THE BOOKSHELF

Printed publications of interest to school administrators are listed as received.

EDUCATIONAL PHILOSOPHY

Education and Responsibility. By Tunis Romein. Defines how American education may fulfill a constructive rôle in the development of a sense of responsibility for a free way of life in a democracy. Compares philosophies of education which vary widely in their ideas about the nature of man, about the basis of human responsibility, and about the means to be used in develop-

ing responsible persons. University of Kentucky Press, Lexington. Pp. 207. \$3.50.

PERSONNEL ADMINISTRATION

Reasons Why Some Teachers Leave Public School Teaching in Upstate New York. By Edmund H. Crane and James R. D. Erviti, associates in education research. Reviews ways in which schools may reduce their teacher losses.

Discusses how to draw into the profession again teachers who have left teaching posts before retirement age. Division of Research, New York State Department of Education, Albany. Pp. 44.

INSTRUCTION

Helping Children Learn, a Concept of Elementary School Method. By Peggy Brogan and Lorene K. Fox. Presents from the point of view of children the development of an environment in which their learning experiences take place. Considers ways in which individual teachers can combine their resources to shape that environment so that learning of skills is a meaningful experience. World Book Company, Yonkers-on-Hudson, N.Y. Pp. 380.

COMING EVENTS

MAY

23-25. National Congress of Parents and Teachers, annual convention, Chicago.

JULY

3-8. National Education Association, 93d annual convention, Chicago.

4-7. National School Public Relations Association, annual meeting, Chicago.

11-22. Department of Classroom Teachers, N.E.A., national conference, West Lafayette, Ind.

24-27. National Audio-Visual Association, convention and trade show, Chicago.

AUGUST

21-26. National Conference of Professors of Educational Administration, University of Connecticut, Storrs.

OCTOBER

9-12. County and Rural Area Superintendents, annual conference, San Diego, Calif.

16-20. Association of School Business Officials, annual convention, Chicago.

17-21. National Safety Council, 43d congress and exposition, Chicago.

24. United Nations Day.

NOVEMBER

24-26. National Council for the Social Studies, annual convention, New York.

FEBRUARY

18-23. American Association of School Administrators, Atlantic City, N.J.

24-29. National Association of Secondary-School Principals, annual convention, Chicago.

MARCH

24-30. American Association for Health, Physical Education and Recreation, national convention, Chicago.

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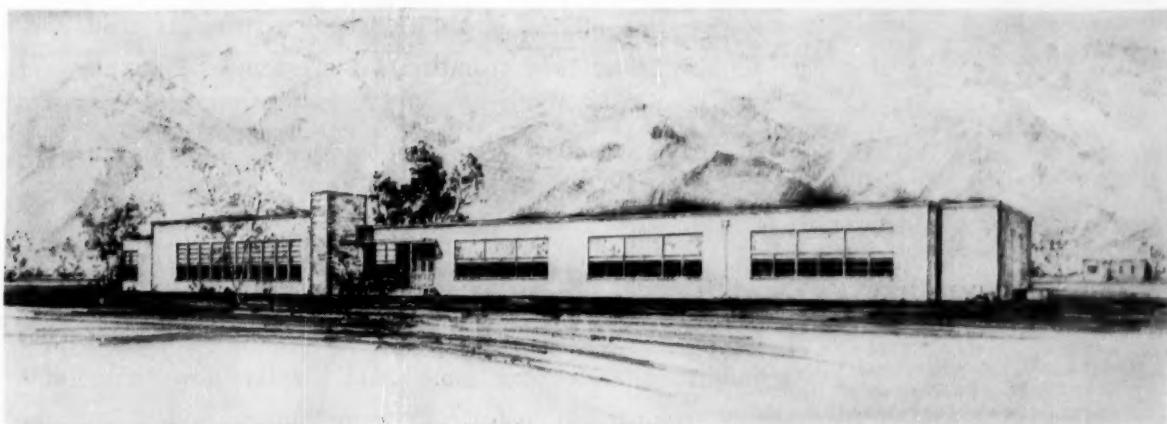
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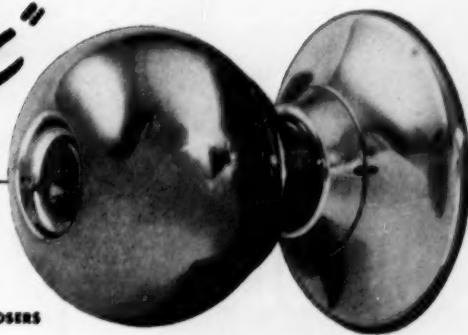
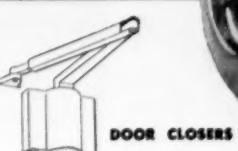
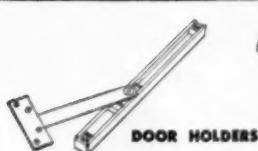


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more school administrators

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► **MORE PRODUCT INFORMATION**—for more than a decade The NATION'S SCHOOLS has published each year more paid display advertising than any comparable magazine—more information about the products of leading manufacturers, the *things* which public schools use for better education.



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with

The Finest

LOW COST

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ATTRACTIVE

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DURABLE



No. 60 BAKELITE
BOSTON INKWELL

SQUIRES INKWELL CO.

Pittsburgh 15, Penna.

it's the **CLICK**
that counts

FOR —
ECONOMY
DURABILITY
GUARANTEED
WORKMANSHIP-
MATERIAL
THE "FEEL" OF
SECURITY



(LOCK-TYPE
Shown
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More schools are finding that the lock with the "click" offers the utmost in security — yet the quickest and easiest to operate. Available with or without master key. Locks are numbered serially. Service records furnished free.

Write for information

C. L. GOUGLER KEYLESS LOCK CO.
705-769 Lake St., Dept. 3, Kent, Ohio

THE ALL NEW 1955

BLUE BIRD



New, LARGER REAR WINDOW
AREAS ... GREATER SAFETY-VISION!



New DRIVER CONVENiences ...
PLANNED FOR UTMOST SAFETY
OPERATION!

The new 1955 BLUE BIRD is the finest and most completely safety-engineered School Bus ever built. It combines all the features of long-life construction and low-cost operation you've always wanted. You can't afford NOT to get the facts about BLUE BIRD ... write today!

Blue Bird BODY CO.

FORT VALLEY, GEORGIA



BLUE BIRD BODY COMPANY
FORT VALLEY, GEORGIA

Please send me your new 8-page ALL AMERICAN Brochure

Name

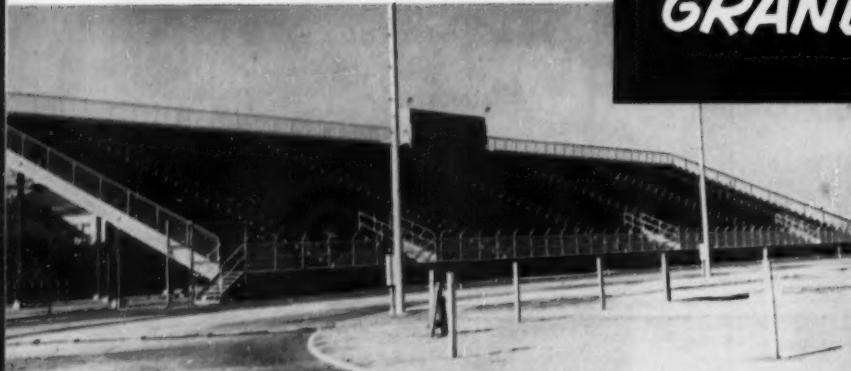
Address

City State

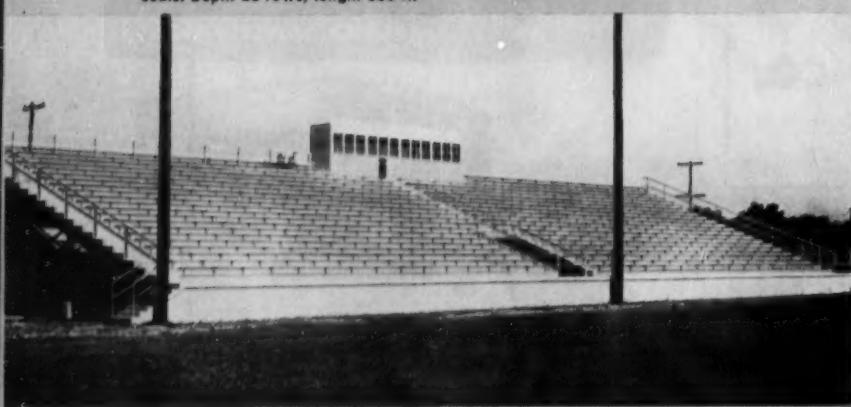
School..... Title

PITTSBURGH • DES MOINES

Steel Deck *GRANDSTANDS*



LONG BEACH, CALIFORNIA. David Starr Jordan High School; 5,000 seats. Depth 28 rows, length 306 ft.



JENNINGS, LOUISIANA. Jefferson Davis High School; 1850 seats. Depth 21 rows, length 144 ft.



NEW CASTLE, PENNSYLVANIA. New Castle High School; 7200 seats. Depth 30 rows, length 360 ft.

PITTSBURGH • DES MOINES STEEL CO.

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CHICAGO (3).... 1217 First National Bank Bldg. SEATTLE..... 517 Lane Street
LOS ANGELES (48)..... 6399 Wilshire Blvd. SANTA CLARA, CAL..... 616 Alviso Road

Serving
**HIGH
SCHOOLS**
everywhere



North, South, East and West throughout the country, Pittsburgh-Des Moines Steel-Deck Grandstands are at the heart of high school outdoor events. From football to Commencement, these adaptable, handsome stands serve comfort and security throughout the year. Unit-constructed, permanent, low in first cost and low in upkeep, P-DM Grandstands—first choice of progressive school districts—offer truly exceptional value. May we give you the details?



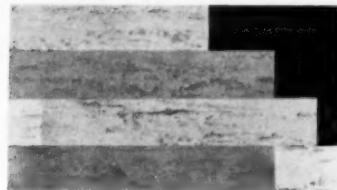
What's New FOR SCHOOLS

JUNE 1955

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 212. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your request to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Modnar Asphalt Tile Available in Planks



A new development in asphalt tile is introduced in Modnar Random Plank. Instead of the traditionally square-cut tile, Modnar comes in tile planks 4 inches wide and 24 inches long, in $\frac{1}{8}$ and $\frac{3}{16}$ inch thicknesses. An attractive random pattern can be obtained by cutting a few planks to different lengths.

The new tiles are offered in beautiful woodtone colors, making attractive floors. Installation is speeded with the new plank tile and there is a minimum of waste. Pre-estimating and measuring are not required with the plank tile. Woodtone colors offered include Driftwood, Oak, Maple and Walnut. Both the color and the veining go all the way through the plank. Each color can be used by itself or in combination with one or more of the others. Tile-Tex, 1232 McKinley Ave., Chicago Heights, Ill.

For more details circle #726 on mailing card.

Protective Plates in Attractive Colors

Formica plates have been added to the line of Cipco Contemporary Architectural Hardware. Offered in eleven attractive colors and black, the rugged plates assure attractive appearance over years of wear. Formica is used for kick plates, mop plates, stretcher plates, armor plates and push-pull plates. Colors have been selected to blend with or complement the decorative scheme of the room or other area and the plates are available in any Formica color or pattern on order.

All plates are $\frac{1}{8}$ inch thick, beveled four sides and have warp resistant backing for smooth, level application. Necessary screws for attaching are furnished in any finish to match other metal hardware or trim. These protective plates of Formica are wiped clean with a damp cloth and have high resistance to wear. Cipco Corporation, 22nd & Cole Sts., St. Louis 6, Mo.

For more details circle #727 on mailing card.

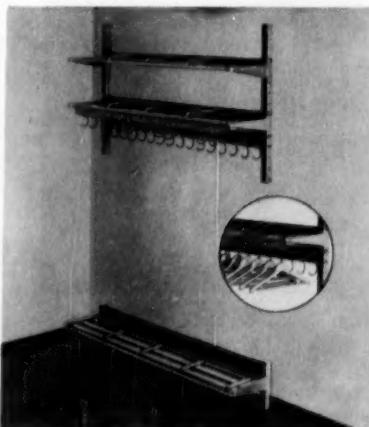
Brush-On Adhesive for Installing Tile

Developed for use with Terraflex vinyl asbestos tile, Terraflex adhesive may be applied with an ordinary paint brush. Resistant to water, heat and alkali, the new brush-on adhesive firmly bonds the tile to floor and wall surfaces. It is colorless, clean and easy to spread in a thin coat. Johns-Manville, 22 E. 40th St., New York 16.

For more details circle #728 on mailing card.

Wardrobe Unit Adaptable in Height

A wardrobe unit which can be adjusted in height to suit the pupils in the classroom is offered in the Schooline Wallmount Wardrobe Racks and Over-



shoe Racks. Wallmount Wardrobe Racks come in 3 foot 2 inch and 4 foot 2 inch length units for mounting directly on any wall, independently or interlocked to make continuous racks of any length required. They provide coat hangers or hooks with trays above for hats and books.

The Wallmount Overshoe Racks are mounted on the wall just high enough to provide a place for rubbers and overshoes. They are built of heavy gauge welded steel and offer space for keeping footwear neat and off the floor. They are designed in lengths to match the Wallmount Wardrobe Racks and are used in conjunction with them to provide wardrobe facilities in minimum space. The units are mounted on supporting columns permanently attached to the wall, and the wardrobe racks can be ad-

justed for height from the floor or distance apart in 2 inch steps over a 30 inch range to serve any age group. Vogel-Peterson Co., 1127 W. 37th St., Chicago 9.

For more details circle #729 on mailing card.

Classroom Furniture Is Posture-Engineered

The new line of Westmoreland school furniture is designed in all sizes, proportion-scaled for all grades from kindergarten to college. Posture-engineered for comfort and correct posture, the new line is carefully constructed to withstand heavy classroom use.

The Westmoreland desk and chair unit illustrated are constructed of tubular steel with Northern hardwood maple tops, seats and backs. They are also available with plastic or plywood desk tops and plywood chair seats and backs. The seat is deeply saddled for comfort over long periods of sitting and the molded back gives comfortable support at the right place. The welded steel construction is sturdy and strong and chairs and desk are fitted with oversize 1 13/16 inch diameter glides what will not mar the floor or come out of the tubular steel legs without special tools.

The desk is available in open-front and lifting lid styles. The book box is full-sized and roomy with 20 gauge steel formed sides and bottom. Extra large clean-out holes are provided and the lifting lid is non-slammimg and noiseless with a friction, long-wearing, fully-enclosed hinge which requires no maintenance. The tubular steel frames are offered in attractive colors for bright classrooms, including taupe, turquoise, coral,



blue and nickel chrome. Westmoreland Seating Div. of Westmoreland Metal Mfg. Co., Milnor St. & Bleigh Ave., Philadelphia 35, Pa.

For more details circle #730 on mailing card.

(Continued on page 182)

What's New ...

Modernline Furniture Is Attractive and Comfortable

Adapted to modern school room architecture and classroom practices, the new



Modernline school furniture is streamlined in design. The attractive furniture is designed for freedom of movement and flexibility of room arrangement. A tablet arm or desk top can be bolted to the metal frame of the basic chair, or arms may be added to make a teacher's or utility chair. The unique tablet arm is trapezoidal in shape and is mounted at the correct writing angle. Desks are available with open front hook boxes or lift type lid.

The desk and chair illustrated are constructed of tubular steel and plywood in a design which permits stacking of chairs. The furniture has metal parts finished in a choice of coral, blue-gray, turquoise or chrome for attractive, cheerful classrooms. **Norcor Mfg. Co., Inc., Green Bay, Wis.**

For more details circle #731 on mailing card.

Roto-Glo Switch Has Quiet Operation

Designed for use on A.C. circuits, the new P&S Roto-Glo Switches may be installed in any position. They can be used to full current rating on fluorescent and incandescent lighting loads, and on motors when the full load current is not more than 80 per cent of rating of switch. The luminous knob pin-points



switch locations at night and the functional design and subdued glow of the switches are combined with feather-quiet operation. Screwless terminals make wir-

ing quick and easy. **Pass & Seymour, Inc., Solvay Station, Syracuse 9, N.Y.**
For more details circle #732 on mailing card.

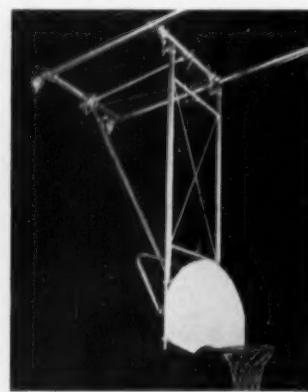
Pencil Sharpener Has Point Adjuster

Located conveniently on the outside of the crank handle, the positive point adjuster on the new Boston Ranger 55 Pencil Sharpener permits the selection of fine, medium or broad points. The dial shown in the illustration makes it easy to make the selection desired. The new sharpener has a stainless steel receptacle, strong double bearing engineering and a deluxe finish throughout. **C. Howard Hunt Pen Co., Camden 1, N.J.**

For more details circle #733 on mailing card.

Basketball Backstop Has Welded Construction

The new No. 11F Forward Swing Basketball Backstop with No. 14FM Fanshaped Metal Bank is available for rectangular plywood banks, rectangular and fanshaped glass banks and fan-



shaped plywood banks. The welded-type construction gives greater rigidity to the unit. With only one oblique brace running from the overhead pipe to the bottom of the bank, greater visibility is provided where installed in front of bleachers.

The new backstop has an automatic cable pull with a positive locking arrangement which holds the bank firmly in place when the backstop is in playing position. Neatness and simplicity are provided with the welded construction in addition to greater strength and rigidity and easier and faster installation. **Recreation Equipment Corp., P. O. Box 967, Anderson, Ind.**

For more details circle #734 on mailing card.

Study Top Chair Has Two Tablet Sizes

The new Trim Line school furniture features a chair desk with study top in two sizes. The \$300TA Tablet Arm Chair has the standard sized tablet arm for lectures and classrooms. The \$300-

(Continued on page 184)

TABS Tablet Arm Chair features an extra-large tablet arm for high school and college classrooms with pencil groove and book rack. The 20 by 28 inch tablet



arm provides sufficient area for study as well as note-taking. There is ample clearance between the arm and the back of the chair and the arm support is offset for added comfort.

The chair frame is constructed of $\frac{1}{2}$ inch chrome-plated tubular steel with continuous brace on legs and optional under-seat bookshelf of $\frac{1}{2}$ inch tubular steel. The formed seat, posture back and tablet arm are of solid birch with tablet arm also available in plastic. Both tablet arm chairs have seat heights of 17 and 18 inches with tablet arm heights on 18 inch chair of approximately 29 inches in front and 26 inches in rear. **Heywood-Wakefield Company, Menominee, Mich. and Gardner, Mass.**

For more details circle #735 on mailing card.

Light Switch Has Glowing Handle

A tiny neon light glows in the handle of a new mercury light switch when in the "off" position. The switch is thus easily found in the dark in washrooms, storage rooms, auditoriums, corridors and other areas. When used for lights in remote areas, the glow indicates that the light is off, since the tiny neon light goes off when the switch is flicked to "on." Cost of operation for the switch is practically nothing and tests indicate that under normal operating conditions it will give ten to fifteen years of service.



The switch is available with ivory handle under Catalog Number GE5531-2. **General Electric Company, Wiring Device Dept., Providence 7, R.I.**

For more details circle #736 on mailing card.



any way
you look at it—
your school gets
more with
new **KOMPAKT**
— the file
with the
extra drawer

Now for the first time since the invention of the vertical file, you can have a desk-height file with 3 letter or legal-size drawers instead of 2... a counter-height file with 4 instead of 3 drawers... a 5-drawer file no higher than a 4-drawer unit... a 6-drawer file comparable to a 5-drawer. **KOMPAKT** can save up to 50% of your filing floor space... has smoother operation, more modern appearance and greater strength and durability! Write for free folder LBV692, Room 1637, 315 Fourth Avenue, New York 10, New York.

Remington Rand



What's New ...

Classroom Desks of Plywood and Steel

Classroom desks in the Samsonite line of school furniture designed by Russel



Wright are available in a range of ten sizes for different age group chair heights. Desk tops are offered in three surfaces: plastic laminated to plywood, solid maple or birch, or maple plywood. Tubular steel legs are finished in a baked enamel and are available in four new colors for cheerful classrooms: turquoise, rust red, cocoa brown and light gray.

The deep drawn stamped book box is made from one piece of steel with generously rolled top edge to provide rigidity and prevent injury to fingers. Interiors contain full-length pencil groove and two cleaning holes at the back. The lift lid type desk has a special adjustable friction hinge which is extra large for strength and durability, permitting easy

raising of the book box lid but slow falling to prevent slamming. Counter sunk rubber bumpers reduce noise when desk is closed. The open shelf model is of stamped heavy gauge steel with all of the features of the lift lid type. All desks have shelves shaped to allow maximum room for seating comfort. Shwayder Brothers, Inc., 1050 S. Broadway, Denver 9, Colo.

For more details circle #737 on mailing card.

Improved Cooling System in Electric Water Cooler Line

Triple-effect cooling systems are featured in the new line of electric water coolers brought out by Cordley & Hayes. Capacities of individual models have been increased up to 30 per cent because of the improvement. Two other major improvements in the line include dual hand and foot controls and thermostatic protection for the storage system as well as thermostatic control of drinking water temperature.

Five of the seven new models are air cooled and two are water cooled. Capacities range from 5 to 27 gallons per hour. With the triple-effect cooling system, water is pre-cooled, flashed cooled and then chilled in storage. An adjustable thermostat controls the temperature of the drinking water and can be regulated

over a 10 degree range. Foot and hand controls that operate the water valve work independently. Both are mechanically operated. The coolers are sturdily built and construction permits easy access to the interior when necessary. Cordley & Hayes, 443 Fourth Ave., New York 16.

For more details circle #738 on mailing card.

One-Unit Photocopier Is Light and Compact

As its name indicates, the Cormac Compact is a light, small photocopying unit for desk top use. It makes dry black and white copies of anything printed, typed, drawn or blue-printed in a minimum of time. It is easy to operate and produces inexpensive copies quickly, saving time of typists as well as producing



copies of material which would otherwise be difficult or impossible to reproduce in the office. Cormac Industries, Inc., 80 Fifth Ave., New York 11.

For more details circle #739 on mailing card.

(Continued on page 186)

Only *Floor-King* the No. 1 machine does 10 jobs

Performance of the all-new Floor-King will amaze you—on any job, any floor, any rug! Years ahead features make it more practical, more versatile, easiest for operator. This one machine will scrub, wax, polish, buff, steel wool, disc sand, shampoo a rug—wet or dry, even grind terrazzo, smooth or level concrete and clean factory floors. Designed to help you do a top-notch top-speed job—with less effort, for less money! Two complete lines priced to fit every budget . . . Standard or Heavy Duty models, 14" to 23" brush size, $\frac{1}{2}$ to 1½ H.P. Write, wire or phone today for a free on-the-job demonstration.

PERFORMANCE PROVED MAINTENANCE MACHINES . WORLD-WIDE SALES AND SERVICE

Literature On Request.
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THE AMERICAN
FLOOR SURFACING MACHINE CO.
ESTABLISHED 1902

548 South St. Clair Street, Toledo 3, Ohio





**Get homemaking teachers off the
OLD EQUIPMENT
MERRY-GO-ROUND!**

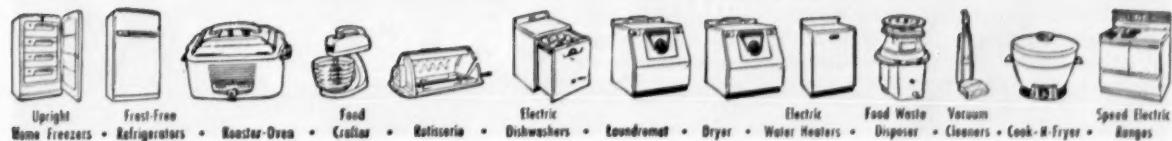
Westinghouse School Plan provides up-to-the-minute appliances . . . gives new "lift" to homemaking subjects . . . makes it possible to re-equip a whole home ec laboratory on a very small budget.

Enthusiasm of students—and teachers—soars when lessons have the advantage of new, up-to-the-minute appliances in classroom sessions. You can step up interest in your homemaking program by taking advantage of the Westinghouse School Plan.

Here's how it works

1. Schools buy new Westinghouse Appliances at about $\frac{1}{2}$ retail cost . . . 1 appliance or as many as you need.
2. Appliances are replaced with new models each year at no further cost . . . and no-charge replacements continue as long as you wish.
3. Yearly replacements practically eliminate maintenance expense.
4. Steady progress can be made on small budgets because, year after year, all funds can be used to install additional new appliances. In a surprisingly short time your whole home ec laboratory will be completely equipped with the very newest appliances. Teachers and students will both love it!
5. Helpful teaching aids are supplied without charge.

YOU CAN BE SURE...IF IT'S Westinghouse



What's New . . .

"Electronic Supervisor" Saves Time and Money

The new IBM Central Control Systems operate as many as forty on-off functions wherever commercial 60 cycle power is available, without special control wiring. The system provides a simple, efficient means of automatically switching lights, starting and stopping motors, opening and closing valves, operating signal systems and many other functions. A unique electronic relay, coupled with carrier current, makes the system's performance possible without control wires to terminal units.

Conservation of fuel, water, electrical power and other resources and economy of operation are effected by the system which affords control of functions automatically from a central panel instead of individual control at the various sources. A Central Operations Panel, Transmitter and Coded Relays are the system's major components. Signals, initiated by the Central Operations Panel through the Transmitter, are transmitted to the Coded Relays in the system, providing the means of remote, automatic operation of electrical services. The Central Operations Panel permits checking at a glance the state of any remote electrically controlled services. The system is set for the required schedules and automatically maintains them at all times. When

necessary manual operation is possible, International Business Machines Corp., 590 Madison Ave., New York 22.

For more details circle #740 on mailing card.

Utility Truck Folds for Storage

A rugged steel frame standing on four easy rolling wheels gives strength and rigidity to the new Model D-90 Jan-I-San utility truck. A steel platform base easily transports cans, supplies and equip-



ment of all kinds. The frame folds instantly for compact storage and is as quickly opened ready for use.

A detachable canvas bag with five bushel capacity is easily attached to col-

(Continued on page 188)

lect trash, waste paper, soiled linen or other items. Cleaning tools are carried on four utensil hooks below the push handles. The truck offers a compact, efficient unit for maintenance workers and can be stored in minimum space when not in use. The Paul O. Young Company, Line Lexington, Pa.

For more details circle #741 on mailing card.

All-Metal Roller Spreader for Line Marking

Athletic, traffic and safety lines can be printed with the improved all-metal, sled-type roller spreader used with the Universal Controlled-Flo Traffic-Line Paint-Striper. The printed line is sharp, clean and long lasting. Features of the new machine are marked mobility and quiet, easy operation, making it suited for line marking either indoors or out.

Maintenance requirement for the spreader is a can of kerosene or paint thinner for immersion when not in use. The machine has gravity spread and has no power unit, making maintenance simple. It is available in five models, ranging in paint capacity from three to ten gallons, and can be used for marking black top, macadam, concrete, asphalt or wood. Line Marker Division, Universal Yonkers Corp., 30 Woodworth Ave., Yonkers, N. Y.

For more details circle #742 on mailing card.

NACO

DRY HEAT FOOD TABLES ELIMINATE STEAM AND WATER PANS FOREVER

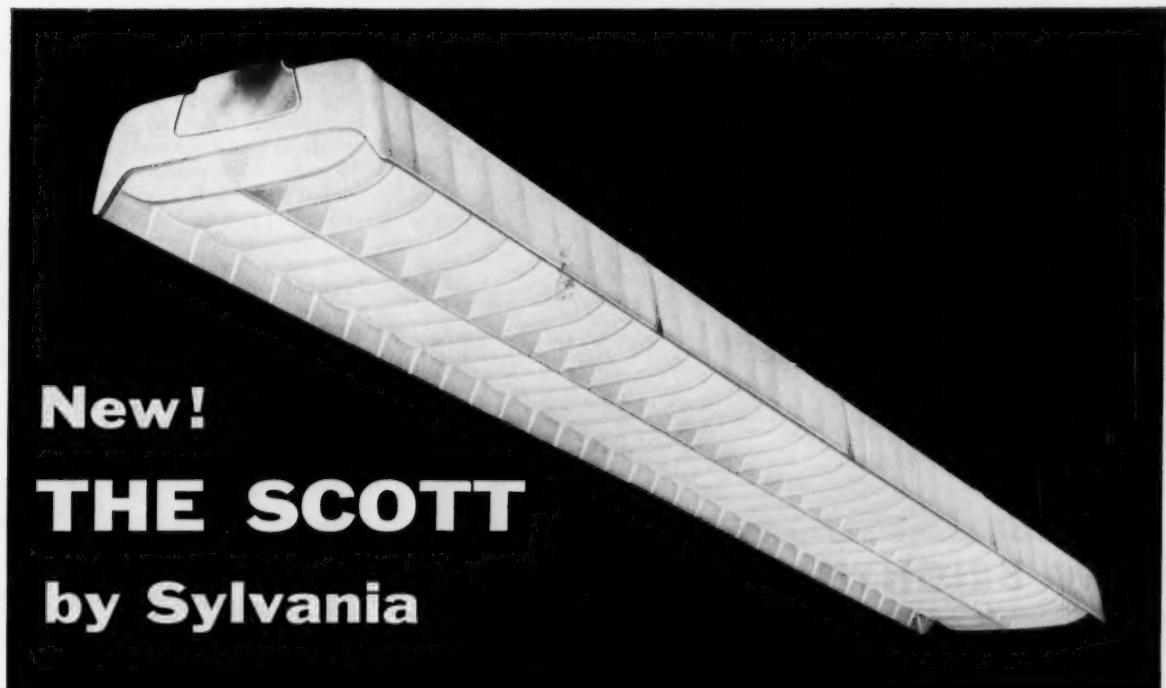
Naco takes the nuisance out of food service.

No more scalding steam. No more bulky water pans to fill and clean. No more buckets to empty. This is Naco "dry" heat, and it's the quick, clean, modern way to keep food hot and fresh with less shrinkage. Each compartment is individually controlled by a hi-med-lo valve and separated by an insulated partition; body of table insulated with $\frac{3}{4}$ " Fibreglass.

Food space is generous. Operating cost uncommonly low. Quick and easy to clean. Stainless steel or hammertone finish. Electric or gas units. Write today for literature.

ATLAS DIVISION
National Cornice Works
1323 Channing Street
Los Angeles 21, California





New!

THE SCOTT by Sylvania

**Solves many school lighting problems
... at low cost!**

INTRODUCING THE SCOTT, Sylvania's leader in an entirely new trend in lighting! Here's a new low-brightness fluorescent fixture with an all-luminous, all-plastic shielding, providing an over-all illumination efficiency of 89.8%.

Combine the efficiency of *The Scott* with its ease of installation and maintenance, and you have a fixture that goes a long way toward answering today's problems of rising costs. Check these unique features:

Top Efficiency, Low Brightness—89.8% efficiency provides more light with fewer fixtures. Low brightness substantially reduces glare and eyestrain.

All-Luminous Appearance—All-plastic shielding diffuses comfortable light to all corners of a room.

Exciting Design Advance—Exclusive modern design, clean lines blend with up-to-date classroom décor.

Lightweight, Rigid Construction—Plastic shielding alleviates critical weight factor, holds straight-line characteristics.

For unusual effects, colored lamps may be used. For complete specifications and information, write for our Booklet F-612. *You incur no obligation.*

SYLVANIA ELECTRIC PRODUCTS, INC.
60 Boston St., Salem, Mass.

SYLVANIA®
...fastest growing name in sight

LIGHTING • RADIO • ELECTRONICS • TELEVISION • ATOMIC ENERGY

What's New . . .

HAIRPINLINE COLD CATHODE



LOW BRIGHTNESS — LONG LIFE

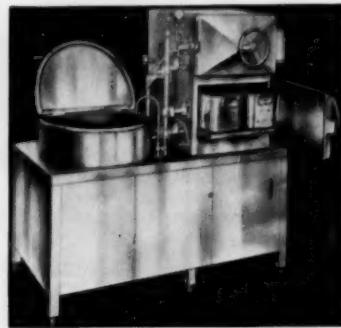
1. Cold Cathode is designed to outlast all other lamps 5 to 1.
2. Low-brightness lamp eliminates louvers.
3. Eliminates vacuum-cleaner cleaning of fixtures.
4. Eliminates scrubbing of louvers.
5. Eliminates continuous lamp changing.
6. Three-year unconditional lamp guarantee against burnouts.

SEND FOR FREE COPY OF OUR BOOKLET
FACTS ABOUT COLD CATHODE FOR SCHOOL LIGHTING

ILLUMINATING ENGINEERING COMPANY
2347 E. NINE MILE ROAD, HAZEL PARK, MICHIGAN

Combination Cooker and Kettle for Steam Cooking

Either gas or electricity can be used to heat the new Model 2M-K steam unit. The combination unit has a two compartment direct connected steam cooker and a 40 gallon direct connected steam jacketed kettle. Steam is furnished by a 2.8 h.p. boiler (gas) or 24 kw boiler (electric), complete with controls, located in the cabinet under the steam cooker. The advantages of steam pressure cookers



and steam jacketed kettles are thus available in one compact unit for use where there is no direct steam supply.

The efficient steam cookers provide capacity for steam pressure cooking of all types of vegetables, meats, fowl and seafoods, as well as kettle capacity for all kinds of soups, casseroles, sauces and gravies. The new combination unit is inexpensive to install and operate and requires only one fuel, water and drain connection. It operates fast and efficiently and is easy to keep clean. The unit is also available with steam cookers designed to use six standard cafeteria pans in each department. Market Forge Co., Everett 49, Mass.

For more details circle #743 on mailing card.

Self-Propelled Floor Machine Simplifies Maintenance

Ease of operation and light weight are features of the new type, self-propelled floor machine for asphalt tile and hardwood floors. The 21 inch wide brush permits fast buffing or rewaxing of floors. The low hood design allows buffing under desks and seating and permits working within an inch of the walls.

Especially designed for school and other institutional use, the floor machine has a dry-waxing device for fast renewal of wax coatings on floors. Wax is spread and polished in the same operation. The machine features vacuum dust control and accessories include tampico polishing brush, a palmetto scrubbing brush and steel wool rolls for dry buffing. G. H. Tennant Co., 2566 N. 2nd St., Minneapolis 11, Minn.

For more details circle #744 on mailing card.

(Continued on page 190)



THE TOWELS WITH THE QUALITY YOU REMEMBER . . . AND THE PRICE YOU FORGET!

Low initial cost doesn't make a bargain—performance compared with price is the proof of a good buy. And that's the McArthur School Towel story . . . a story of true economy because McArthur towels are the lowest cost-per-use towels on the market! The reason is simple—over 60 years of experience . . . the use of highest quality triple-twisted two-ply yarns . . . full tape rib construction . . . heavy selvage edge. Write today for full information on the McArthur School Towel Plan—and save money for your school, with McArthur.

**GEO. McARTHUR & SONS, INC.
BARABOO, WIS.**

NEW YORK STATE REPRESENTATIVE: Vern Volland, 10 Fairchild Drive, Eggertsville 21, N.Y.



Do you want good looks . . . low upkeep

or
both?



Architect: Truman J. Mathews, A.I.A., Santa Fe, N.M.

It's sad but true, that it's easier to get money to build a new school than it is to get money for maintenance of an old one.

People get excited and cooperative at the thought of a new building, but they drag their feet at the expense of maintaining earlier structures. There's a moral here: design for the future when you build schools, and this applies particularly to the window areas.

Large expanses of clear glass can be very handsome. But there is nothing handsome about the huge fuel bills that come with winter. They admit an abundance of daylight, but it is *raw, uncontrolled* light. There is nothing pleasant about the searing summer heat, and the cost of protective awnings and shades. If vandalism is a problem, just a few well-placed rocks can run up a thousand dollar replacement bill.

PC Glass Blocks possess none of these drawbacks. They look beautiful when properly used. They reduce fuel bills 10 to 20% on the average. PC Glass Blocks provide soft, controlled daylight, thus eliminating the glare problem and need for blinds. PC Glass Blocks are very difficult to break, and they are easy to replace.

As for low maintenance, remember that there is nothing to paint or putty. Normal rainfall keeps them clean—an annual hosing down is all they need. Want more information? Write Pittsburgh Corning Corporation, Dept. S-65, One Gateway Center, Pittsburgh 22, Pa. In Canada: 57 Bloor St. W., Toronto, Ontario.

PC Glass Blocks



ALSO SKYTROL® AND FOAMGLAS®

What's New ...

Teachers' Desks
In Several Models



A new line of teachers' desks has been developed by Williams and Brower. The No. 5430-D Double Pedestal Desk illustrated has a 54 by 30 inch top and is available in oak or maple. It is 30 inches high and each pedestal has three drawers. A locking drawer in the knee section controls all metal locking devices in the desk.

The line includes double and single pedestal desks, some with space for a typewriter stand, and a two-drawer desk with no pedestal. All are ruggedly constructed of selected hardwood, in oak or maple. Full mortise and tenon construction with molding around the bottom of panels gives them stability and strength. Frames are reinforced at lower rear corners with steel corner tenons. Drawers are dove tailed front and rear with hardwood veneer interiors. The desks are

attractive, durable, and are available in sizes and arrangements to fit every need. Williams & Brower, Inc., Siler City, N.C.
For more details circle #745 on mailing card.

Dishwashing Machines in Upright Door Type

Two new upright door type dishwashing machines are offered for use in small institutional kitchens. Each requires less than four square feet of floor space and has no pipes in the back. The machines are rated at 900 dishes per hour. Model HL is designed for straight through operation and Model HLC for corner operation.

Compact in design, the machines yet provide operating capacity for all types of dishes and small trays. The power wash features a double action revolving wash above and below the dishes. Other Universal features include electric timed wash and rinse control, electric or gas operated final rinse booster and stainless steel legs, panels and interior equipment. Universal Dishwashing Machinery Co., Windsor Place, Nutley 10, N.J.

For more details circle #746 on mailing card.

Comfortable Lighting With Paradome Luminaire

The Holophane Paradome semi-direct incandescent luminaire is designed to give

(Continued on page 192)

the advantages of natural lighting. It is adaptable to a wide variety of uses in classrooms, offices and corridors. It can be mounted attached to the ceiling or suspended from rods and is pleasing in appearance.

A totally enclosed unit, the Paradome permits complete control of all light rays emitted by the bulb, which may be either 200 or 300 watts. The bottom concave Controlens is designed to give the effect of tilting a lens away from a viewer, thus preventing any uncontrolled light from striking the eye. A fiber glass cover fits



snugly on the upper dome to produce a soft glow on the outer portions of the unit. Holophane Company, Inc., 342 Madison Ave., New York 17.

For more details circle #747 on mailing card.



Classroom of Broadmeadow School, Needham, Mass. Architects: Hugh Stubbins Associates, Lexington, Mass. Vora Construction Co., Boston, was general contractor.

TIMBER STRUCTURES, INC.

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for low cost and long service**

Moderate construction costs, absence of costly maintenance, handsome appearance and greatest fire safety are built into the school which uses engineered timber members of Timber Structures, Inc.

In this room, for example, glued laminated timber beams support a roof consisting of 2-inch tongue-and-groove sheathing, rigid board insulation and built-up roof surface, with acoustical tiles applied to the under side of the decking. Highly resistant to destruction by fire, this roof assembly provides maximum safety and deserves annual savings in insurance costs.

Timber structural units which give you better schools for less investment are illustrated in the booklet, "Modern Functional Schools".

Get a copy from the nearest Timber Structures office, or write us for it. No charge, of course.



Page, Southerland & Page, Architects, Austin, Texas

AZROCK Floors -

Look Better, Clean Easier, Last Longer

Azrock asphalt tile is built better to last longer. Wherever school floors get unusually concentrated foot traffic, Azrock will take this punishing wear and keep its youth and beauty.

Azrock colors give school designers and architects wide latitude in solving decorative and design problems. And they are the kind of clean, bright, light reflecting colors needed in modern schools.

Azrock's asphalt-asbestos structure is tightly

interlaced, making it a denser, extra rugged tile with more resistance to abrasive wear. And because it has an extra smooth surface, Azrock keeps dirt and soil from grinding in — makes cleaning simple, quick and inexpensive.

Compare Azrock with other similar tiles — and you'll see why it is preferred by school architects everywhere. Yet, Azrock costs no more than ordinary asphalt tiles. For full information, ask us to have a qualified representative call on you. There's no obligation.

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FROST BANK BUILDING • SAN ANTONIO, TEXAS • MAKERS OF VINA-LUX • AZROCK • DURACO • AZPHLEX



What's New ...

Magic Frame Troffer Maintained Without Tools

No tools are required to insert and maintain the new Magic Frame Troffer.



This addition to the line of Electro Silv-A-King lighting fixtures has "Speedy Latches" in wireway channel for efficient and simple hanging. All electrical components are contained on a removable chained cover, and the door is installed and removed by merely lifting and shifting.

The new troffer also features a bottom door that hinges on a concealed pivot and locks in position by a concealed retainer, smooth troffer face, and door that is interchangeable into any other Magic Frame fixture. Simple installation and removal of any number of doors for servicing is thus afforded without marking or sorting and without disturbance. The Magic Frame troffer is available with all types of flat glass and plastic diffusers. **Electro Silv-A-King Corporation, 1535 S. Paulina St., Chicago 8.**

For more details circle #748 on mailing card.

Insulation and Ceramic Finish Offered in Duraface Foamglas

A new cellular glass insulating material combining both insulation and ceramic finish in a single unit is offered in Duraface Foamglas. A durable, impact-resisting surface is provided along with high insulating and moisture-proof qualities.

The result of years of research, the new product is produced in a single operation which provides the Foamglas insulation with a hard white crust three-fourths of an inch thick on the surface. With the new material a wall is completely insulated and surface-finished in one erection operation. No finish coating is required and unsupported walls can be built of the blocks because of their rigidity and high compressive strength.

The completely inorganic material will not rot or deteriorate and is not affected by fungus. It does not provide food or nesting material for rats and other vermin and walls are easily washed down for sanitation and cleanliness. The material is resistant to nearly all chemicals as it is made of pure glass. The surface finish cannot peel or crack off, the material cannot burn and will not transmit fire, and maintenance costs are at a minimum. **Pittsburgh Corning Corp., 411 Seventh Ave., Pittsburgh 19, Pa.**

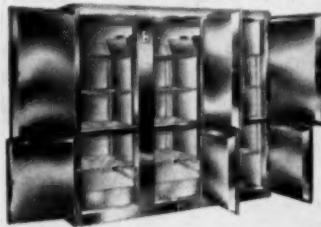
For more details circle #749 on mailing card.

(Continued on page 194)

Heavy-Duty Refrigerators of Stainless Steel

The new line of Tyler Reach-In Refrigerators is made of easy-to-clean stainless steel. Ranging in capacities from 18 to 79 cubic feet, the heavy-duty line is designed for institutional use in the preservation of perishable foods and pharmaceuticals. The rugged welded-steel construction assures long life and the minimum of three inches of non-settling, super-density insulation assures temperature control and proper sanitation.

Triple-glazed glass doors are standard on the new Reach-In models but solid, stainless steel doors may be specified if desired. Door arrangements are available in a wide variety, including one, two or three doors, sliding or open-out types.

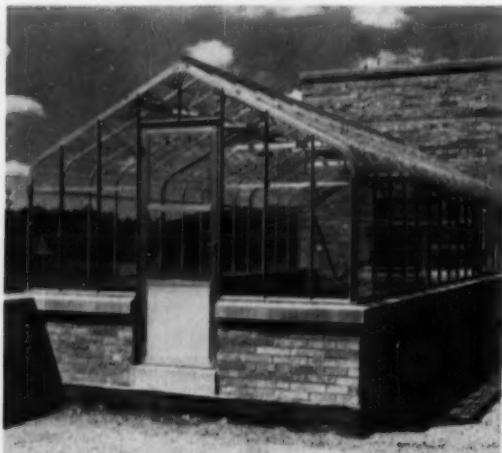


All hinged doors have heavy-duty, chrome-plated hardware. **Tyler Refrigeration Corp., Niles, Mich.**

For more details circle #750 on mailing card.

Everlite® ALUMINUM GREENHOUSES

offer everything you ask for in a school installation!



MODEL E-2 THREE SECTION

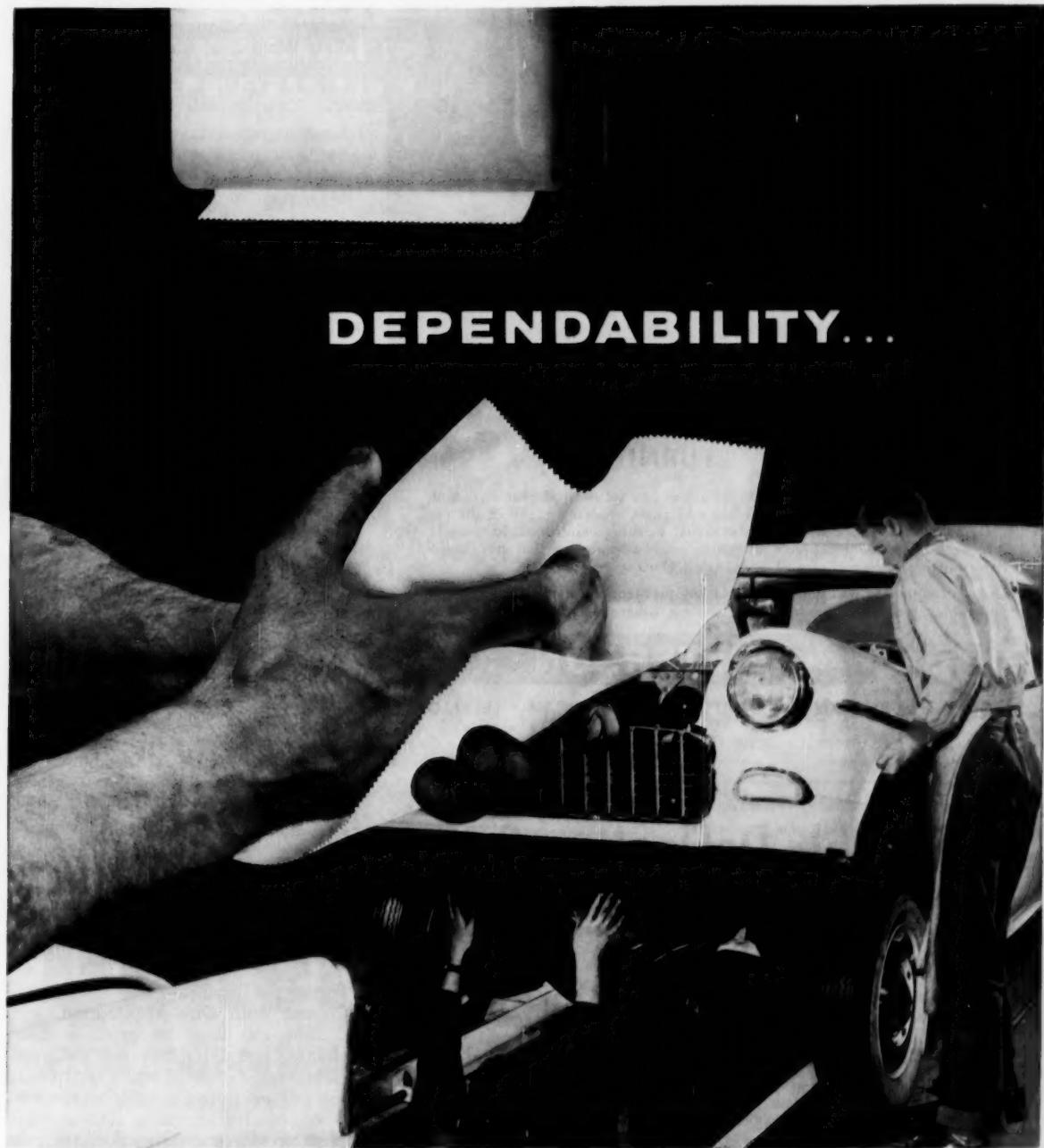
So perfectly does the Everlite meet and exceed the special requirements for school and institutional use, that it might have been custom designed to your architect's specifications. Check these standard features that make Everlite the outstanding buy for your school installation . . .

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2. **MAINTENANCE-FREE**—Corrosion-proof aluminum requires no scraping or painting...repair or replacement...will not support disease, mold, fungus or termites.
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4. **MAXIMUM LIGHT ADMISSION**—Narrow aluminum sash bars and curved eaves admit up to $\frac{1}{3}$ more light.
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6. **FIREPROOF**—Nothing to sustain combustion...ideal for roof installations.
7. **COMPLETE ACCESSORIES**—One source for automatic heating and ventilating equipment, Transite benches and everything needed.
8. **EASY, QUICK ERECTION**—No on-the-job fabrication...can be erected by unskilled personnel.
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and still the finest... Super-absorbent—strong—sanitary—

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industries than any other paper towel. Buy the finest—Nibroc Towels together with Nibroc Sofwhite or Softan Toilet Tissues. For name of distributor see "Nibroc" in your classified directory or write

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His Royal Nibs

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For more than sixty years Peterson furniture has set the pace for style and design. Peterson engineers and leading educators, studying together the requirements of school furniture under actual working conditions, have built into each piece of equipment a quality and workability that has made Peterson the leading choice of educators for many years.

Our representative will gladly assist in any problem you may have . . . or if you prefer, write on your letterhead for our illustrated catalog.

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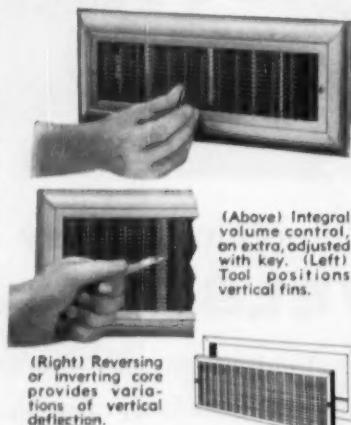
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Double Deflection Grilles

... adjustable, tamperproof!

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Rockford, Illinois, U. S. A.

Natural Ventilation With Wascolite Airdome

Made of Wascolite acrylic plastic, the Airdome has an adjustable lifting arrangement which permits raising the dome for natural ventilation or cross ventilation when required. The rugged, prefabricated unit is designed to withstand years of outdoor weathering, is



light weight and shatter-resistant. It affords high light transmission and has good light diffusion properties. It is available in White Translucent Wascolite acrylic plastic for glare-free daylighting or in Clear Colorless for maximum light.

The Airdome admits even, balanced light and is effective in providing lighting as well as ventilation for interior areas such as lavatories, corridors, utility rooms and other space. The frame is of aluminum with aluminum curb and manually cord-operated adjustable lifting arrangement. Wasco Products, Inc., 87 Fawcett St., Cambridge 38, Mass.

For more details circle #751 on mailing card.

Synthetic Detergent Cleans With One Application

Time and labor are saved in floor cleaning operations with the new Fullclean synthetic detergent. One spreading and one rinsing is sufficient to clean wood, concrete, terrazzo, linoleum, asphalt or tile composition floors as well as walls efficiently. The highly concentrated detergent is dissolved in water in varying amounts, depending on the job to be done. It can be used to strip old wax from floors, the strength of the solution required depending on the age and thickness of the wax layer. Weaker solutions will clean soil from floors without removing wax. After the single rinsing, the floor is left clean, with no film. Fullclean works on soil of both acid and alkaline derivation and is effective in either hard or soft water. It is available in one and five gallon cans, 30 and 50 gallon drums. The Fuller Brush Co., Fuller Park, Hartford 2, Conn.

For more details circle #752 on mailing card.
(Continued on page 196)

FREE PLANNING SERVICE FOR YOUR HEALTH AND FIRST AID CENTER

Increased school participation in immunization and physical examination programs suggest careful consideration for health needs.

Send a sketch of the area your school has allotted for this vital function and we will provide you with detailed proposal and specifications for furniture, furnishings, equipment and supplies without obligation.

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WITHOUT OBLIGATION, please send information about best way to take care of floors made of: _____

Approximate floor area: _____ square feet.

Company: _____

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My Name: _____ Title: _____ NS6

General

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No Matter What Your Floor Problem,

All GENERALS are heavy-duty machines. Quiet, easy, money-saving operation—perfectly balanced! Wax! Polish! Buff! Dry Clean! Refinish! Sand! Scrub! Shampoo! Rug! Use everywhere—on wood, asphalt, tile, marble, rubber, linoleum, cork, terrazzo.

Sealed-in lubrication. Minimum brush replacement.

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Rug shampooing attachment available on Models 14, 16, 18.



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Model K-16

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Model 66

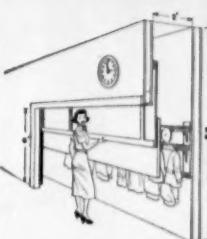
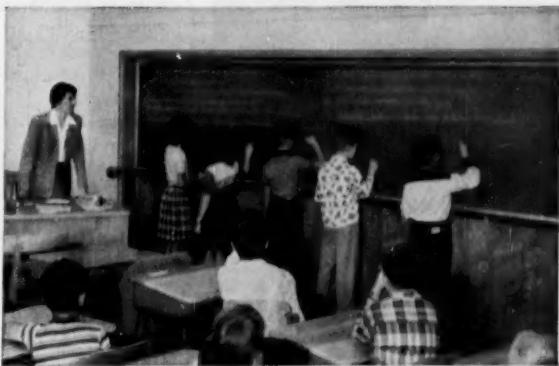
Specify GENERAL COMMERCIAL VACUUM CLEANERS for more of everything!... 1½ Horsepower, 70" Water Lift, Air Volume, Speed, Economy, 1-2-3 Ease on Dry and Wet Pick-up.

WORLD'S FASTEST HOSE ATTACHING!

Ball-bearing, swivel snap attachment ends time-wasting coupling, and uncoupling nuisance. 35-foot cord goes everywhere! Powered by the perfect By-Pass Motor! Tested and approved!



Barcol WARDROBEdoor



WARDROBE BEHIND CHALKBOARD is reached by easy upward movement of 2-section Barcol WARDROBEdoor. Full-view opening gives teacher control of "cloakroom rush." Provides more working wall space for chalkboard or tackboard, more usable floor space clear of pivots and hinges. Advertised to school officials. Call your Barcol distributor...under "Doors" in phone book.

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DEPT. NB56, ROCKFORD, ILL.

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YOU



ARE

USE your Bogen sound system for 2-way intercommunication with any classroom, for distributing recorded programs, radio broadcasts, activities originating from any classroom, emergency announcements, and for the many original applications you will think of yourself.

REGARDLESS of how much more you might spend, you cannot buy a more practical or more dependable sound system than a Bogen. Functionally designed according to the recommendations of the U.S. Office of Education, and built by the country's largest manufacturer of sound systems: David Bogen Co., Inc.

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Please send me your catalog of Bogen Centralized School Sound Systems.

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Plastic Surfacing for Counter Tops

A new counter top and backsplash surfacing material is now available for installation in laboratories, kitchens, workrooms and other areas. Known as Curvastop, the material is preformed plastic with a smooth curve from work surface to backsplash. It is ready to install, is available in 25½ inch widths, eight feet long, and in ten colors and patterns. It is easily and quickly installed without special tools. Consoweld Corporation, Wisconsin Rapids, Wis.

For more details circle #753 on mailing card.

Clay Storage Cart Has Stainless Steel Bowl

The Grade-Aid Clay Storage Cart has a stainless steel bowl which resists the corrosive action of clay and retains the needed moisture by means of a steel cover. The all-steel unit is mobile, making it possible to move it in the classroom



to the place of need. The rugged all-swivel casters make it easily handled by teacher and pupils.

The new clay cart was given the Associated Industries of Massachusetts award for excellence in its field. It solves the problem of storing clay in primary and upper-grade classrooms since it keeps the clay moist for proper handling and resists corrosive action. Detailed information on the new clay cart is available from the Grade-Aid Division, Colonial Engineering Co., Inc., Somerville 44, Mass.

For more details circle #754 on mailing card.

Pencil Qualities in Quillette Ball Pen

Smooth pencil-like writing is offered in the new Quillette ball pen. The lightweight Quillette is instant-starting, requires no refilling or maintenance, and is inexpensive. It does not leak, blot, smudge or transfer and can be used for all clerical and personal writing. It is available in blue, red and green ink. Reliance Pencil Corporation, Mount Vernon, N. Y.

For more details circle #755 on mailing card.

(Continued on page 198)



keep them in school . . .

Low Cost Soap DESTROYS GERMS

Reduce absenteeism by providing **degerm** Liquid Soap with Actamer* for daily use in all school washrooms. It will help control the transmission of disease from child to child . . . keep attendance up. It's a real germ-killing soap that destroys up to 97% of all bacteria on the skin when used regularly . . . and leaves a protective film on the skin which continues to kill germs. Won't irritate normal skin.



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HERRICK
for the finest in
Performance-Proved
Stainless Steel Refrigerators,
Freezers and Coolers

MODEL SS60B REACH-IN



Self-contained. For kitchen, bakery, pantry, or salad preparation. Capacity, 55.8 cu. ft. Exterior dimensions: 78" wide, 32" deep, 76" high. Accommodates 18x26" serving trays. Also made in 4-door model. Available in white baked enamel-porcelain as well as stainless steel.

MODEL RSS66 REACH-IN



For remote installation. Assures complete food conditioning. Capacity, 62 cu. ft. Exterior dimensions: 82" wide, 32" deep, 71" high. Also made in 2-door, 4-door and 8-door models. Offered with glass doors, if desired. Available in porcelain enamel as well as stainless steel.

MODEL SS40FP UPRIGHT FREEZER



Self contained. Designed to meet the most rigid commercial demands. Capacity, 40.2 cu. ft. Exterior dimensions: 68" wide, 32" deep, 76" high. Also made in 20 and 30 cu. ft. models. Available in white enamel finish as well as stainless steel. Remote type freezers are available, if desired.

MODEL 8885 WALK-IN COOLER



Permits economical bulk buying for menu diversification. Exterior dimensions: 8' wide, 8' deep, 8' high. Shown with white baked enamel finish on steel. Also available clad with stainless steel. Many other sizes can be obtained in single or multiple compartments.

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HERRICK *The Aristocrat of Refrigerators*

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for the Modern School!**

Here is a definite trend away from formality and regimentation in the modern school room toward a more informal, home-like atmosphere.

Norcor's Modernline School Furniture has completely captured this new spirit of freedom and informality. It is light in weight, easily moved for group projects and more informal arrangements. The styling of the desks and chairs, the bright, clear colors available for the metal parts (coral, turquoise, blue-gray or chrome), and the natural grain plywood in satin lacquer finish give the classroom a bright cheerful appearance.

Nor has the practical side been neglected. Norcor Modernline School Furniture is sturdy, well constructed for years of service.

It is the school furniture of the future built for you today.



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Distributors: The Norcor Modernline offers an opportunity for alert, aggressive distributor organizations in certain excellent territories. Correspondence is invited.

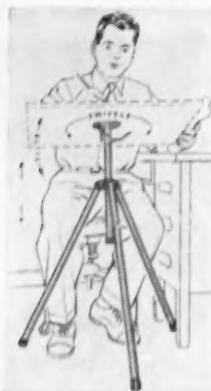
NORCOR MANUFACTURING CO., INC.

Green Bay, Wisconsin

What's New ...

Adjustable Drawing Stand Available in Floor Model

The Model No. 714 Safe-Lock Drawing Stand is now available in a floor



model. The Safe-Lock swivels, tilts and locks in any position for use in drawing, painting, planning or sketching. The table is instantly locked in the desired position by a quick turn of a handy lever. It cannot slip or tilt accidentally when the foolproof pair of gear-like serrated locking surfaces is set.

The board is adjustable to height for use sitting or standing and the board assembly removes easily from the stand and is easily replaced with another board

for working on more than one job at once. The stand has light weight, rigid construction of heat-treated aluminum alloy with rubber-tipped heavy gauge legs which will not slip. **Arasco American, Inc., 3308 Edson Ave., New York 69.**

For more details circle #756 on mailing card.

Realistic Torso Models in Unbreakable Plastic

Unbreakable vinyl plastic is used to make the life sized D-G Plastic Torso models. Anatomical accuracy is combined with esthetic appearance in the models which are engineered to comply with modern teaching requirements. The models are easy to manipulate with all parts readily removable.

Pins, tubing and hooks used in attaching removable parts are made of sturdy, non-corroding metal and are cast firmly into the plastic. Parts can be handled by students without fear of breakage and the plastic produces a more nearly realistic appearance. A large amount of detail is possible in the new model, covering all systems of the body. A new head model of vinyl plastic serves as companion to the torso model. Available in the new plastic torso are sexless, male and female models and a combination of all three. **Denoyer-Geppert Company, 5235 Ravenswood Ave., Chicago 40.**

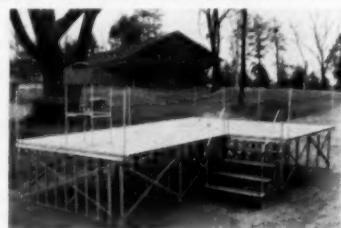
For more details circle #757 on mailing card.

(Continued on page 200)

Prefabricated Stage Unit of All-Steel Construction

When a stage is needed for a school band concert, meeting, rally or as a reviewing stand, the Form-A-Stage can be erected in a few minutes with the help of only a wrench. It is a portable prefabricated unit of all-steel construction which takes a minimum of storage space when knocked down. All parts are cut to exact size and fall into place smoothly and speedily for quick and easy erection of the stage.

Units of the Form-A-Stage are available in 5 by 10 foot and 10 by 10 foot sections, 42 inches high. Sections can be erected and joined to form any size or shape required. A speaker's stand is available if needed and the all-steel stair-



way is pushed up for ready access. The stage is designed for indoor or outdoor use. **J. E. Burke Company, New Brunswick, N. J.**

For more details circle #758 on mailing card.



SUPERIOR SCHOOL FURNITURE

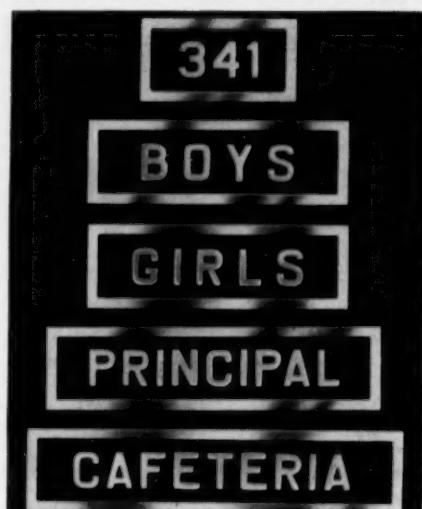
Construction of selected Appalachian kiln-dried Beech. Desk units with mortise and pegged tenon; chairs with spiral-grooved dowels and rigidly glued corner blocks. In Natural, Warmtone, or School Brown. Line also includes Movable Chair Desks, Tables, Tablet Arm Chairs, and Teachers Desk.

Also available with plastic surface.

Write for name of authorized distributor in your state.

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In 1755 Josiah Wedgwood revolutionized the English pottery industry by applying white cameo reliefs to blue-stained stoneware. Although similar in appearance, authentic Wedgwood pottery is valued many times over imitation pieces mass-produced by plaster moulds and transfer printing.

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*but only one
assures the
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QUALITY*



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*these quality features spell troublefree
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for a FREE sample lock*



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MODEL S124

Rauland LOW-COST Intercommunication System

2-Way Communication and Program Facilities

- For up to 48 classrooms
- Emergency "All-Call" feature
- Volume level indicator
- Remote microphone operation
- Facilities for external radio and/or phonograph

This compact system is designed for use where ideal low-cost two-way communication facilities are desired for the supervision of all school activities. Has facilities for up to 24 classrooms (with optional "add-on" base for a total of 48 rooms). Includes valuable "All-Call" feature. Announcements, speeches and other voice transmission can be made by microphone to any or all room speakers, as desired. Speech origination from any room to the central cabinet is also possible.

For added usefulness, the S124 System has provision for connecting external radio and/or phonograph, permitting the distribution of radio or recorded programs to room speakers, as desired. Completely housed in compact, attractive all-steel blue-gray cabinet suitable for table or desk installation. Write for complete description covering this sensibly-priced, quality-designed-and-built School System.

RAULAND-BORG CORPORATION

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Send full details on RAULAND School Sound Systems.
We have _____ classrooms.

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School _____

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THE RISKS OF WET HAIR
BY INSTALLING

NATIONAL HAIR DRYERS



FASTEST, MOST THOROUGH DRYING ACTION ANYWHERE!



15 NATIONAL HAIR DRYERS cut down absenteeism, tardiness to class at Beverly Hills, California High School

AT LAST! A practical hair drying service for public and private swimming pools and showers.

- Safeguards against colds.
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- Reduces towel expense.
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- Improves washroom and locker room appearance.

PERFECT for schools, YMCA, YWCA, athletic clubs . . . after swim, shampoo or shower.

LEARN how National Hair Dryers can help you promote good health. Write for full details now. No obligation, of course.

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Send me the facts on National Hair Dryers.

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Dry Copying Machine Operates Rapidly

Speedy copying of any printed, written or drawn original material is possible with the new Secretary brand copying



machine. Small enough to be used on an office desk, the machine makes accurate dry copies of originals in about four seconds, transparent or opaque, printed on one or both sides, regardless of the color of paper on which the original is printed.

The machine operates from any light outlet, employing a special light in the machine and a special copying paper. No liquids, negatives or master copies are involved and copying is direct, from the original to the copy, regardless of lighting conditions. The machine is easily operated with a few minutes of instruction and copies are made at low cost. Minnesota Mining and Mfg. Co., 900 Fauquier St., St. Paul 6, Minn.

For more details circle #759 on mailing card.

Instant Citrus Juice From Fresh Fruit Crystals

A new form of dehydrated citrus is offered as soluble crystals, which are easily and quickly re-constituted by merely adding water. Years of research have gone into the development of this product to produce a pure concentrate with a natural flavor, which has a pure fruit aroma and does not cake.

Instant Orange and Grapefruit Crystals require no refrigeration in storage. The product is prepared by a patented process for rapid drying of citrus juice developed by The Vacu-dry Company.

Years of research and experience in the production and marketing of dried deciduous fruits enabled Vacu-dry to perfect and patent the commercially feasible method for drying citrus juices into soluble crystals which can be re-constituted with flavor, appearance and nutritive values comparable to the fresh product. The product is processed and distributed by Orange Crystals, Inc., Plant City, Fla.

For more details circle #760 on mailing card.

(Continued on page 201)

MIXER MAGNESOUND

records voice and music on 16mm sound and silent film--



Now voice and music can be recorded simultaneously and professionally on any Victor 16mm Sound Projector. Mixer Magnesound — magnetic attachment — has individual inputs for microphone and phonograph with separate volume controls for mixing versatility. Record and play back immediately . . . or erase and re-record in one easy operation.

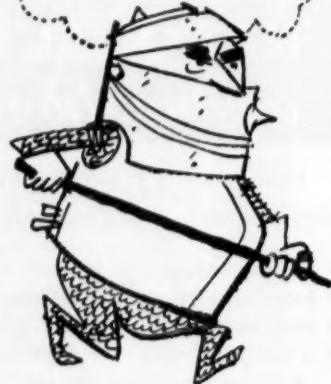
NEW -- 3 latest Victor developments are 3 new Sound Projectors, new 1600 Arc and "Silent 16." Send for free literature today. Write Dept. A-65.



VICTOR
ANIMATOGRAPH CORPORATION
Davenport, Iowa, U. S. A.

Quality Motion Picture Equipment Since 1910

Don't sit back



STRIKE BACK!



Give to

AMERICAN CANCER SOCIETY

The NATION'S SCHOOLS

What's New ...

Heavy Duty Floor Finish Has "Strip-Easy" Formula

A new formula for easy and fast removal has been added to Johnson's Heavy Duty Hard-Gloss Floor Finish. The self-polishing finish gives bright, safe floors with qualities for long wear. The tough film resists marring and scuffing, even with heavy traffic, does not water spot and requires no buffing. It is not a varnish, lacquer or wax and gives a high gloss. The new "Strip-Easy" formula permits quick stripping of the floor when necessary, even after months of hard usage, when Wax-Strip Floor Cleaner and water are applied. S. C. Johnson & Son, Inc., Racine, Wis.

For more details circle #761 on mailing card.

Safety Signal Flashes at Crossings

The new Champion Safety Signal is designed for use in school zone areas to warn approaching cars. Two amber lights flash alternately in both directions on the yellow porcelain enamel "School" sign. The unit is mobile and has four basic components: the flashing lights; the school sign; a battery, charger and timing mechanism, and a frame with wheels and legs.

A time limit switch shuts off the lights at the end of any predetermined

period up to two hours. The signal contains its own 17 plate battery with a life of two years. A welded chassis standing on four legs holds the component parts. Two wheels facilitate transportation of the unit which is designed to go through



a 24 inch door. It conforms to state highway specifications in size and shape. New Castle Battery Mfg. Co., New Castle, Pa.

For more details circle #762 on mailing card.

Wood Sash Hardware Has Vandalproof Lock

An automatic vandalproof locking mechanism is a feature of the new Kramer Wood Sash Operating Hardware. The four-position tumbler auto-

matically engages or disengages the lower sash with the upper sections. The new hardware is free of springs for efficient operation under heavy daily use.

The new design has been developed especially for use in schools and other public buildings using wood sash windows. The Kramer automatic vandal-proof mechanism automatically locks windows that are closed so that they cannot be opened from outside the building, thus protecting against easy entry after hours. Kramer Manufacturing Co., 2833 Third St., San Francisco 7, Calif.

For more details circle #763 on mailing card.

Concave Flush Bumper Is Tamperproof

A concave molded rubber bumper for button-type knob locks has been developed which cannot be removed by unauthorized persons. An unseen Phillips Head mounting screw holds the bumper firmly in place. It can be contacted only by forcing a Phillips Head screw driver through a tiny hole in the rubber which closes after the screw driver is removed. Especially attached to be tamperproof, the bumper permits button-type knob locks to strike the rubber without the lock engaging or the mechanism being injured. Glynn-Johnson Corporation, 4430 N. Ravenswood Ave., Chicago 40.

For more details circle #764 on mailing card.

(Continued on page 202)



**SAFETY
and
ECONOMY
in
SCHOOL
SHOWERS**

Thermostatic WATER MIXERS

FOR PROGRESSIVE OR GANG...

installations with master unit . . . built-in controls, easiest operation for absolute accuracy!

FOR INDIVIDUAL . . .

concealed or exposed . . . positive instant setting for unvarying temperatures.

SAFE . . .

because they automatically compensate for even the smallest fluctuation in both TEMPERATURE and PRESSURE . . . anti-scalding and anti-chilling.

ECONOMICAL . . .

because they eliminate water-wasting "feeling out" the right temperature, are built for countless years of service.



World's Largest
Exclusive
Manufacturer of
Thermostatic
Water Mixers

**LEONARD
VALVES**
1360 ELMWOOD AVENUE, CRANSTON 7, R. I.

THIS IS IT . . .
Naden ELECTRIC
SCOREBOARDS

Illustrated below is the Naden No. N-400-D with Dial Timer and "Instant Vue" numerals.

Naden makes a fully guaranteed, simple to operate, easy to maintain scoreboard for every need. Write for Free Catalog No. 22—Football; No. 23—Basketball; No. 25—Baseball.



NADEN AND SONS WEBSTER CITY, IOWA

What's New ...

Laboratory Tops in Attractive Colors

Hamiltone Laboratory Tops offer working surfaces of a special molded wood construction in gray, green or brown. Built up to $1\frac{1}{4}$ inch thickness with smoothly rounded edges, the tops are molded under high pressure to produce a tough, smooth material which is highly resistant to moisture, heat and abrasion while retaining the shock-absorbing, shatterproof properties of wood. The new tops are easy to fabricate and hold screws exceptionally tight. The same reagent-resistant qualities of earlier Hamiltone tops are now available in the new colors. Other Hamiltone tops include black Hamilcore, Hamilite and Soapstone. **Hamiltone Manufacturing Co., Two Rivers, Wis.**

For more details circle #765 on mailing card.

Packaged Hardwoods for Woodworking Classes

A new service is offered for woodworking classes in the new Packaged Hardwoods recently introduced. The first package, known as the Pattern Kit, contains $\frac{5}{16}$ inch finished lumber cut to convenient widths and lengths to make a particular pattern. Over twenty-five attractive patterns will be available in the kits, ranging from a simple plaque

to an elaborate wall cabinet. Each package includes the pattern and all the necessary lumber and hardwood to complete the project.

In addition to the pattern kits, larger packages of lumber are available in cherry, walnut, butternut and white oak, packed 10 feet in a carton. This makes



it possible for school woodworking classes to work with various types of wood in carrying out projects. The kits and packaged hardwoods will carry the trade name of "Fancywood by Stem" and will be distributed by **The Veneer Lumber & Plywood Co., 2637 S. Throop St., Chicago 8.**

For more details circle #766 on mailing card.

(Continued on page 203)

Audio-Visual Venetian Blind Is Lightproof

New engineering principles developed after three years of research have resulted in the Flexalum Audio-Visual Blind. A special light trap at the top and aluminum channels at sides and bottom of the venetian blinds prevent light leakage, resulting in effective room darkening. Tapes, cords and the spring-tempered aluminum slats have been carefully designed to enable the blind to close completely, the slats locking against each other tightly, closing out all light. Outside lighting can thus be reduced with multiple large windows to $1/10$ foot candle at the projection screen.

The new blinds accomplish effective light control without shutting out ventilation as they may be closed without closing windows. The blinds can be adjusted for any degree of darkening desired by adjustment of the cord. Opened wide, the blinds admit light and the aluminum surface treatment of the slats diffuses it throughout the room. The new blind is easily adapted to existing classrooms. Known as the Twi-Nighter, it is available in a variety of cheerful colors in Flexalum finish which does not chip, crack or peel. **Hunter Douglas Corporation, 150 Broadway, New York 7.**

For more details circle #767 on mailing card.



STEAM COOKERS



VEGETABLE PEELERS



DISH WASHERS



STEAM TABLES

DON Supplies Hundreds of School Lunchrooms!

Everything needed in food preparation and serving equipment or supplies for the efficient and economical operation of your kitchen and lunchroom or cafeteria.

Be it plastic dishes or colorful, compartment trays — ranges or food mixers — glasses or cutlery — DON has it among the 50,000 items sold to schools, colleges, restaurants, hotels, hospitals and other institutions everywhere.

Satisfaction Guaranteed on
every item—or money back.

Write Dept. 16 for a
DON Salesman to call.



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Miami 32

2201 S. LA SALLE ST., CHICAGO 16

BUY SPOTLIGHTS

THAT MEET YOUR BUDGET

- STAGE
- for ● BULLETIN BOARDS
- STUDENT DISPLAYS



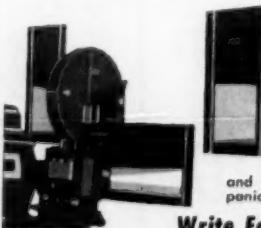
Portable for all-around school use. Throws a concentrated beam of light wherever good dependable light is needed. Has fine Fresnel Glass Lens, highly polished reflector, asbestos cord, universal mounting bracket, gelatin color holder and 3 assorted gelatin colors. Black wrinkle finish. Adaptable to BEST manual or \$10.75 each automatic color wheel.

for your new or remodeled auditorium

you'll need BEST

Porthole Fire Shutters

Meets all state and city inspection laws that require gravity doors or shutters on school projection room portholes. Confines smoke and fire to projection room. Reduces panic and destruction to a minimum.



Write For Detailed Literature

BEST DEVICES CO., INC.

10921 BRIGGS ROAD
CLEVELAND 11, OHIO

What's New ...

Rocket 12 Griddle Offers Fast Production

Troublesome hot and cold spots are eliminated in the new Hotpoint Rocket 12 Griddle which is capable of producing over 700 quarter-pound hamburgers every hour. The grid of the new griddle plate is 36 inches long by 18 inches deep and the entire grid area is usable for cooking. Two sectional heat controls permit the operator to use either side of the griddle independently. The Rocket 12 Griddle cannot be "killed" and pre-heats to 375 degrees F. in 7.7 minutes. Hotpoint Co., 227 S. Seeley Ave., Chicago 12.

For more details circle #768 on mailing card.

Three Projection Screens in Da-Lite's New Line

White Magic fabric which is mildew and flame resistant is used for greater brilliance and color projection on the three new projection screens recently introduced by Da-Lite. The Versatol Screen illustrated features new hanger loop for easier lifting of fabric, new Tan-Beige case and bright metal plating, new one-piece free riding leg bracket for easier opening and closing with "push-button" operation and automatic leg locking, and new form-fitted leg shoes. It is strong, yet light weight and case and fabric

operate as one unit.

The new Challenger screen has easy opening and smooth and simple leg lock with Copper-Bronze hammerloid finish. The handle is molded to fit the hand for easy carrying and uniform balance. The leg assembly has been improved for stability and long life and the No Rub flat-back octagon case gives increased



strength and fabric protection. The Da-Lite Comet has a new Rose-Tone color with new one-piece smooth operating top leg bracket for easy opening and added strength. All screens are adjustable for rectangular or square sizes. Da-Lite Screen Co., Inc., 2711 N. Pulaski Rd., Chicago 39.

For more details circle #769 on mailing card.

(Continued on page 204)

Heavy Duty Floor Treatment Is Fast Drying

Recommended for both hardwood and soft wood, as well as concrete floors, Surfcoat is a new floor treatment with heavy duty properties which is fast drying. A complete floor finishing job can be completed in four hours, providing an extremely tough and abrasion resistant surface. The finish stands up under continuous hard wear for long periods without requiring refinishing. It is highly resistant to grease, oil, alcohol, ink, water and dirt and is easily cleaned. Hillyard Chemical Co., St. Joseph, Mo.

For more details circle #770 on mailing card.

All-Purpose Oil for Food Preparation

Formulated for institutional use, Durkee All-Purpose Oil is designed to give perfect results for all baking, cooking or frying and as an ingredient for the preparation of salad dressing. A super-refined cottonseed oil, it does not transfer flavors in frying. Cold-resistant, the oil ensures blending of salad dressings under refrigeration. It has a high smoke point and retains its bland, sweet flavor in any use. It is packed in five gallon cans equipped with no-drip pouring spouts. Durkee Famous Foods, Union Commerce Bldg., Cleveland 14, Ohio.

For more details circle #771 on mailing card.

Articles for July

- REPORT ON THE FORD FOUNDATION'S PROJECT ON UTILIZATION OF TEACHERS' TIME
- COORDINATING INDOOR AND OUTDOOR TEACHING SPACES
- 50 YEARS OF A-V IN ST. LOUIS

See

THE NATION'S SCHOOLS

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FLEX-MASTER
***LIFETIME EFFICIENCY**
DRAWING TABLE
makes good your investment

Rigid welded steel stands up under hard use, even abuse. New! Hidden fingertip control adjusts selected soft wood top to any desired working angle. Large all-steel drawer. Hard baked grey Hammer-tone enamel finish. Drawing surface: 22" x 24". Reference surface: 22" x 10". Also available with undivided top in many sizes. Made in 30" and 37" Heights. Can be furnished with Steel or Hardwood tops.

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Write today for Catalog



Manufacturers of
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Blue Print
Filing Cabinets,
Drafting Tables,
Tracing Tables,
etc.

STACOR EQUIPMENT CO.

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Dealer Inquiries
Invited

What's New ...

Super-Kote Steel for Bus Body

The new 1955 Superior school coach features a new zinc-coated, bonderized body steel known as Super-Kote Steel.



The new steel offers maximum rust resistance, due to a special electrolytic zinc coating that is applied to the cold rolled base metal prior to bonderization. This coating protects the base metal against rust, even when the paint seal is broken.

A new front door feature is another innovation on the new school bus. Operated by pulling a cord located above the windshield, the Superior Safety Door permits opening of both front door leaves for emergency exit. The door release is activated by a carbon dioxide cartridge which temporarily breaks the connecting link between the leaves, permitting them to swing outward freely. Other new features include new windshield wipers

with 10 per cent more sweep area, over-size heaters and defroster, a new adjustable driver's seat, new Koroseal-covered seats, re-designed front door control, safety-tread step edgings for safer footing, a compact new switch control panel and completely re-styled interior. **Superior Coach Corporation, Lima, Ohio.**
For more details circle #772 on mailing card.

Ceramic Tile Offered in Pan-O-Ramic Patterns

New freedom in design is offered in the new Pan-O-Ramic patterns available in ceramic tile. Pan-O-Ramic patterns are composed of various sized tiles and are available in a number of different color combinations to suit the color treatment desired. A number of interesting and attractive effects are possible with the 31 different porcelain type colors and the 14 natural clay type colors available.

All Pan-O-Ramic patterns are factory assembled on standard sized sheets for easy installation. The tile will withstand extremely heavy traffic and exposure to the elements when used outside and is proof against any indentation from heavy furniture or equipment. Unusual treatments for special purposes can be planned through the design service offered by the manufacturer, American-Olean Tile Company, Lansdale, Pa.
For more details circle #773 on mailing card.

(Continued on page 205)

Folding Aluminum Table for Primary Grades

A new 22 inch high model of the Alumafold folding aluminum table is now available for use by children from three to seven years of age. Known as the Knee-Hi, the table has a durable, scratch-resistant aluminum top which can be used as a play surface, work table or for lunches. The table folds easily and compactly for storage, can be set up or taken down in less than a minute, and is light enough to be easily carried from place to place as needed. It is sturdy and attractive, is cleaned by wiping, and is



available in two sizes: 24 by 60 inches and 30 by 60 inches. **P.B.R. Manufacturing Co., H & Luzerne Sts., Philadelphia 24, Pa.**
For more details circle #774 on mailing card.

CINDET GETS IT CLEAN!

100% ACTIVE LIQUID SYNTHETIC DETERGENT



Equally effective in hard or soft water . . . LOOSENS and LIFTS dirt—holds it in suspension in rich, creamy suds.

CINDET is ideal for stripping old wax from floors before rewaxing. Nothing else removes rubber marks and smudges so fast, so completely! Yet CINDET is safe for all surfaces. It is approved for rubber flooring by the Rubber Flooring Division of the Rubber Manufacturers' Association, Inc.

CINDET has hundreds of general cleaning uses; it's SAFE and THOROUGH everywhere!

Write for literature; have your DOLGE Service Man demonstrate CINDET.

FOR FREE
SANITARY SURVEY
OF YOUR SCHOOL
SEE YOUR
DOLGE SERVICE MAN

rependable
DOLGE
WESTPORT, CONNECTICUT

CONNOR

forest products since 1872

"LAYTITE" maple birch oak FLOORING

has been first choice for gyms,
play rooms and class rooms

Blocks, Continuous or Regular
Strip, and Slats

School and Gym Floors Our Specialty

MFMA grades and trade marked

CONNOR LUMBER & LAND CO.

P.O. BOX 810-A, WAUSAU, WIS.

Phone No. 2-2091

What's New...

Product Literature

• The 1955 catalog of materials handling equipment for use in schools, colleges and hospitals has been released by Federal Fibre Corp., 3704 Tenth St., Long Island City 1, N. Y. The entire line is pictured and described in the six page catalog.

For more details circle #775 on mailing card.

• "The Answer to Many of Your Cleaning Problems" is presented in a 12 page Bulletin No. 154 published by The Spencer Turbine Co., 486 New Park Ave., Hartford 6, Conn. Cleaning costs, equipment and procedures for hospitals, schools, colleges and other large buildings are discussed in question and answer style, with charts, drawings and photographs to illustrate the points covered.

For more details circle #776 on mailing card.

• The new 99 page **70th Anniversary Goldblatt Tool Catalog** is fully illustrated and lists 1056 individual tools. Descriptive information on the full line of tools in 200 categories is included in this 1955 catalog available from Goldblatt Tool Co., Dept. Y58, 1960 Walnut St., Kansas City 8, Mo.

For more details circle #777 on mailing card.

• Mural Arts Panels for wall beautification are now available in units which can be installed and interchanged as desired. This interesting new development offers mural panels and muragraphs painted to order by designers and artists with an appreciation and understanding of the interests and activities of children. Mural panels in units are available in a variety of subjects at prices within the school budget. Detailed information on this new idea is available in the folder offered by Mural Arts, 1424 24th St., N. E., Canton 4, Ohio.

For more details circle #778 on mailing card.

• The Duro Master Power Tool Workshop is discussed in a 16 page catalog published by Duro Metal Products Co., 2651 N. Kildare, Chicago 39. An entire shop of five to seven power tools can be operated by one motor. Each unit of the Duro Master shop is a complete power tool which operates independently and complete information on them is given in the catalog.

For more details circle #779 on mailing card.

• "5000 Years of History" is the title of a booklet available from Spencer Press, Inc., School and Library Division, 179 N. Michigan Ave., Chicago 1. It contains excerpts from the new 64 page section of full color historical maps appearing in The American Peoples Encyclopaedia, a reference work designed to present useful information in the most readable and easily understood form possible.

For more details circle #780 on mailing card.

(Continued on page 206)

...have doubts about

the right

paint COLOR?



...you'll always be right with ARCO'S
OPTONIC* system!

Why endure that hassle again this painting season?... the one in which all the "experts" express positive, pre-conceived opinions about color. Instead, select *correct* colors with the ARCO-developed OPTONIC® System. Because OPTONIC colors work *with* light, not *against* it, they reduce eyestrain, fatigue and tension... boost morale and efficiency to new high levels.

If you are overwhelmed by amateur opinions, get an OPTONIC color card. Then you'll know you're right! And you can be equally sure of highest quality when you specify ARCO paints, famous since 1881 for flagpole to boiler-room protection of all types of buildings. Details of the complete line are found in Institutions Catalog Directory.



THE ARCO COMPANY, 7301 Bessemer Ave., Cleveland 27, Ohio

Gentlemen: Please send information on:

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COMPANY OR INSTITUTION _____

ADDRESS _____

CITY _____ STATE _____

ARCO PAINTS
Quality... SINCE 1881

TESTED FIRST TO LAST!

What's New ...

• A handsome, informative catalog of "Brunswick School Furniture" is available from The Brunswick-Balke-Collender Co., 623 S. Wabash Ave., Chicago 5. The 44 page booklet gives comprehensive coverage of the complete Brunswick line of functional, modern school furniture and is illustrated in full color. An attractive modern classroom is shown in full color on the cover of the catalog which features many new additions to the Brunswick line as well as the fiber-glass stacking chairs, stacking desks, gymnasium seating and the colorful Brunswick cabinets. An envelope inside the back cover carries detailed specifications for each unit shown in the catalog.

For more details circle #786 on mailing card.

• The training of teachers and students to operate the new Model 65 line of Victor 16 mm. sound motion picture projectors is simplified with the new training film offered by Victor Animatograph Corp., Davenport, Iowa. Entitled "Operation and Care of the Victor 16 mm. Sound Projector," the film offers a creative approach and illustrates set-up, threading, operation, cleaning and lubrication of the projector.

For more details circle #782 on mailing card.

• A simplified system for organizing needed work and budgeting and controlling costs in a small school system of five buildings or less is offered in "A Simplified Program for Effective and Economical Building Maintenance." Available without charge from The Tremco Manufacturing Co., 8701 Kinsman Road, Cleveland 4, Ohio, the program consists of various inspection reports, maintenance orders, requisitions and similar material and is based on the principle that regularity of inspection results in lower building maintenance costs. Tested procedures for keeping tab on the condition of school buildings from top to bottom and inside and outside are included.

For more details circle #783 on mailing card.

• A leaflet on the new "Converta" line multi-purpose room furniture is now available from Converta Bench Corp., 930 Tower Bldg., Washington, D. C. The leaflet pictures the new line in use in schools.

For more details circle #784 on mailing card.

• "Slate Chalkboards in Modern Schools" is the title of a booklet presenting factual information on the reasons slate chalkboards are selected for many modern schools. Presented in editorial style, the material covers ease of reading, writing surface, low cost, low maintenance costs, attractive appearance, and a list of outstanding installations. Unsolicited comments from users of slate chalkboards are also quoted in the booklet published by Pennsylvania Slate Producers Guild, Inc., 205 Realty Bldg., Pen Argyl, Pa.

For more details circle #785 on mailing card.

• Detailed descriptive information on the full line of Letters and Signs manufactured by Spencer Industries, 1508 N. Mascher St., Philadelphia 22, Pa., is given in Catalog No. 43 recently released. A front cover index facilitates quick reference to information on products. The 88 page catalog is profusely illustrated.

For more details circle #786 on mailing card.

• The complete Multi-Clean line is described and illustrated in an attractive broadside released by Multi-Clean Products, Inc., 2277 Ford Pkwy., St. Paul 1, Minn. Entitled "Here's Everything You Need for Better Floor Care," the eight page broadside includes a liquids chart describing 24 floor liquids for use on different types of floors.

For more details circle #787 on mailing card.

• The Operation of Rapid Start Hot Cathode Fluorescent Lamps with Lux-trol Light Controls is discussed in a four page leaflet brought out by the Superior Electric Co., Bristol, Conn. All necessary information to the installation and operation of the system is included.

For more details circle #788 on mailing card.

• The new line of "Add-a-Star" Back-Bar Equipment is described in Catalog B-2 released by Star Metal Mfg. Co., Trenton Ave. & Ann St., Philadelphia 34, Pa. The catalog describes 713 models and variations of the kitchen equipment in both 24 and 30 inch depths. Illustrations supplement the descriptive text.

For more details circle #789 on mailing card.

• "Complete Dissections Without Tools or Animals" is the title of a brochure telling the story of the new biology books offered by Row, Peterson and Co., 1811 Ridge Ave., Evanston, Ill. Perfect dissections are possible with the transparent acetate pages in full color showing each section more clearly and accurately than could be done with the actual specimen. Books now available include "The Earthworm," "The Frog" and "The Human."

For more details circle #790 on mailing card.

Film Releases

"Life on a Cattle Ranch" and "Life on a Sheep Ranch," teaching films for social studies classes of intermediate grade level; "Belgium and the Netherlands: Lands and Peoples," for geography classes at the intermediate level; "The Monkey and the Organ Grinder," for primary grades, all 16 mm., 1 reel, sound, color or black and white. "We Explore the Beach," for primary grades, "Ohm's Law," "Central America: Geography of the Americas" and "Mexico: Geography of the Americas," for junior high school, and "The Aztecs," for junior and senior high school, all 16 mm., sound, color or black and white. Coronet Films, 65 E. South Water St., Chicago 1.

For more details circle #791 on mailing card.

"What is Art?" "Color," "Light and Dark," "Texture," "Line" and "Form," The Art in Action film series, all 16 mm., color. "Making Films That Teach," 16 mm. sound, black and white with color sequence, 19 min. "Learning About Sound" and "How Our Bodies Fight Disease," Junior Film Series. "Heart Disease—Its Major Causes," "The Human Brain," "Planning Our Foreign Policy" and "The Hunter and The Forest," all 16 mm., sound, black and white. "The Freight Train," "Pakistan" and "A Balanced Aquarium," 16 mm., sound, color or black and white. Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.

For more details circle #792 on mailing card.

"Peter and the Wolf," "Hansel and Gretel," "The Nutcracker," "The Firebird," "Peer Gynt" and "The Sorcerer's Apprentice," Music Stories filmstrip series with accompanying records, color. The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich.

For more details circle #793 on mailing card.

"Science for Beginners," a series of six filmstrips: "The World of Living Things," "Our Home, the Earth," "The Sky Above Our Earth," "Machines and Tools to Help Us Work," "Magnetism and Electricity" and "Light, Heat, and Sound," color, captions. "Using and Understanding Numbers—Grade Two Set," a series of six filmstrips: "Using and Understanding Numbers," "Advancing in Simple Addition," "Advancing in Simple Subtraction," "Using and Understanding Multiplication—Objects and Symbols," "Using and Understanding Division—Objects and Symbols" and "Using and Understanding the Calendar," color, captions. Society For Visual Education, Inc., 1345 W. Diversey Pkwy., Chicago 14.

For more details circle #794 on mailing card.

"Johnny On The Run" and "Sailing To The Cape," educational films, 16 mm., sound. "Earth and Its Peoples," series of 36 filmstrips, each accompanied by a guide, 35 mm. United World Films, Inc., 1445 Park Ave., New York 29.

For more details circle #795 on mailing card.

Suppliers' News

Charles Beseler Company, manufacturer of projection equipment, announces removal of its plant from 60 Badger St., Newark 4, N.J., to 219 S. 18th St., East Orange, N.J.

Schermerhorn Teacher's Agency, 1836 Euclid Ave., Cleveland 15, Ohio, announces change in name and management. Edward J. Falkenstein, former manager, announces his retirement from the field and that all functions and assets of the agency in Cleveland have been turned over to Mary Coan, B.A., and Rosalie Oldrieve, B.A., B.E., under the name of Northern Teachers' Agency, at the same address.

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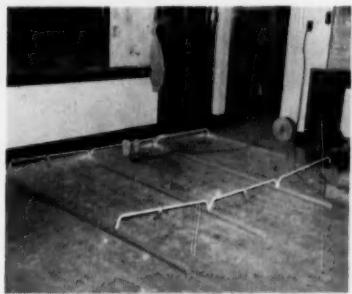
1 This 27-year old classroom which has an illumination level of 15 footcandles is about to be transformed. First step was to repaint it light colors for better reflectance. Now follow the succeeding steps, which were all accomplished in 4 hours.



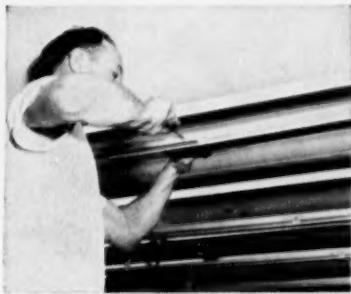
3 The second Photo-Metric channel is in place and conduit spacer has been quickly installed.



4 After channels are mounted, wiring from terminal blocks through conduit spacers is completed.



6 Diffuser frame and spacer bar are assembled on floor, ready for mounting in hook-on points at sockets.



7 Adjoining diffuser frames are assembled together to complete the diffuser grid.



2 Step two was the mounting of the first Photo-Metric channel at the front of the room.



5 After existing electrical outlet is tapped, lamps are inserted and tested by being turned on.



8 Wäkon diffusers are unrolled, pulled through diffuser channel, and held at ends by spring clamp.

TO THIS



9 A complete diffuser installed, high level illumination provided, excessive brightness ratios reduced, ceiling cracks and surface wiring covered, and a visual environment designed for learning gained all in four hours installation time.

IN 4 HOURS

WITH

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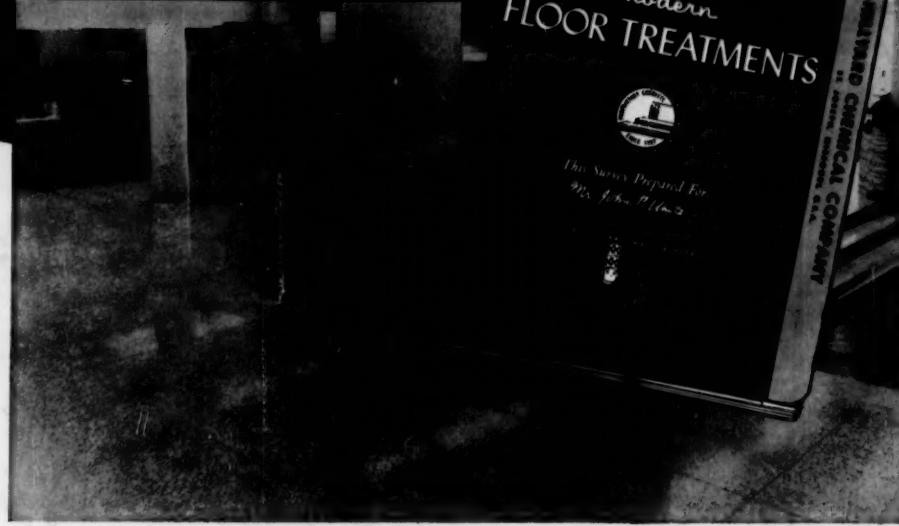
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